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ISBN 0-315-55422-3

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THE UNIVERSITY OF ALBERTA

MAINSTREAMING: TEACHER CONCERNS, OPINIONS, AND RECOMMENDATIONS

by

BARBARA ANN SPEIDEL

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION IN SPECIAL EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1989

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: BARBARA ANN SPEIDEL

TITLE OF THESIS: MAINSTREAMING: TEACHER CONCERNS, OPINIONS, AND RECOMMENDATIONS

DEGREE: MASTER OF EDUCATION IN SPECIAL EDUCATION

YEAR THIS DEGREE GRANTED: 1989

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Lillian White
(Supervisor)

Date: Dec. 2, 1989

DEDICATION PAGE

To the children and their teachers.

ABSTRACT

A study was designed to: (1) obtain information about teachers' perceptions of the actual mainstreaming practices within their schools; (2) investigate the major concerns of regular classroom teachers involved in mainstreaming; (3) obtain opinions from the regular classroom teachers about various factors designated in the literature as important for successful mainstreaming; and (4) obtain teachers' recommendations for implementing mainstreaming. Data were collected by a questionnaire and interview schedule.

Thirty regular elementary teachers from 15 schools in a large urban school district in Western Canada participated in the study. Seventy-six children with predominantly mild handicapping conditions were mainstreamed into 30 classrooms. Fifty-two of the children spent at least part of each day in the regular classroom, while the remaining joined regular classes for music twice a week.

Generally, only a minority of the teachers were involved in the development of individualized education plans, given an option of involvement in mainstreaming and involved in the decision to mainstream. Although support was available to teachers more often than inservice, it was only available to 56.7% of the teachers. For slightly more than half of the 52 mainstreamed children in regular classes for part of each day, the regular classroom children and special needs children were given preparation for mainstreaming.

Over 80.0% of the teachers cited time constraints in meeting the needs of all children. Concern was expressed about psychological effects experienced by everyone (teacher included) in the regular classroom, and various procedures followed in

mainstreaming such as inappropriate placement, insufficient follow-up, and poor communication. Inadequate skill development and support were cited as concerns.

A majority of teachers felt that their preservice training was inadequate preparation for mainstreaming, that class size, preparation of the children, teacher involvement in the decision to mainstream, support people and inservice are important. Only 53.3% of the teachers felt that individualized education plans are important.

Teacher recommendations for implementing mainstreaming practices include adequate support, control of class size, and teacher willingness to mainstream. Results suggest the need for open communication and a collaborative process between teachers and others involved in mainstreaming. These findings can be used to develop guidelines for mainstreaming mildly handicapped children.

ACKNOWLEDGEMENTS

I would like to thank the following people who made the completion of this thesis possible:

- The principals who allowed the teachers to participate, and the teachers who so generously volunteered their time.
- Dr. Whyte, my advisor, for the constant sharing of her expertise and the endless giving of her time throughout the development and completion of this study.
- Rob, my husband, for his continuous encouragement, support and belief in me, and his immeasurable unselfishness while I completed my studies.
- Michael, Tamara and Heather, our children, for their beautiful smiles, warm hugs, and their patience while waiting for "Mom to finish her thesis."
- Auntie Karen, Uncle Paul, Nanny, Mom and George for the many times they lovingly cared for our children during the course of my studies.

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CHAPTER 1

INTRODUCTION TO THE STUDY

Educating handicapped children in the least restrictive environment has become increasingly common in many countries (Bowman, 1986; Csapo & Goguen, 1980; Hellier, 1988; Karagianis & Nesbit, 1981; Marchesi, 1986; Wang, Reynolds & Walberg, 1988). The practice, commonly referred to as mainstreaming, is considered appropriate both for mildly handicapped children (children categorized as learning disabled, behaviorally disordered, mildly retarded, and slow learning) and for some categories of more severely handicapped children such as children with physical handicaps (Madden & Slavin, 1983).

The transition toward mainstreaming has not ensued without concern and controversy. Characteristically, the ideology and principles of mainstreaming have not been questioned (Robichaud & Enns, 1980); however, the actual implementation of the policies and practices of mainstreaming is often considered problematic and often viewed with skepticism (Madden & Slavin, 1983; Marozas & May, 1988; Sapon-Shevin, 1979). Inevitably, the regular classroom (RC) teacher is the key professional involved in the implementation of mainstreaming practices (Palmer, 1980; Pugach, 1982; Ryan, 1984; Schmelkin, 1981). The RC teacher has been the professional who has most often expressed resistance, concern and skepticism

about the successful implementation of mainstreaming practices on a daily basis (Guerin, 1979). As a consequence of these concerns, a body of research has focused on identifying factors and/or issues that may affect the attitude of RC teachers toward mainstreaming (Gickling & Theobald, 1975; Goodspeed & Celotta, 1982; Harasymiw & Horne, 1975; MacMillan, Jones & Meyers, 1976; Moore & Fine, 1978; Ringlaben & Price, 1981; Schwartz et al., 1980; Stephens & Braun, 1980; Vandivier & Vandivier, 1980), and the successful implementation of mainstreaming within the regular classroom (Howarth, 1983; Hundert, 1982; Powell, 1980; Powers, 1983; Pugach, 1982; Salend, 1984).

The initial research on mainstreaming had an American focus. Canadian research has been slower to surface, and a fair portion of the literature has focused on practices in provinces which have mandatory Special Education legislation.

A study completed by the Canadian Council of Ministers of Education (1983) estimated that 76.76% of the identified exceptional children in Canada were integrated into regular classrooms (Hill, 1988). In Alberta, a survey conducted in the 1986-1987 school year, reported that the number of handicapped children being mainstreamed had increased from the previous year in 27.8% of the schools surveyed. The jurisdictions involved in the study represented 75.0% of all the students enrolled in Alberta schools (Brennan, 1987).

McLeod (1983) stressed the need for clearly established priorities and procedures in times of decline of financial resources and at a time when parents are becoming more vocal and expressing frustrations related to education. Kysela, French & Johnston (1987) pointed to the need for developing special education policies as a way of ensuring that priorities would remain firm in times of crisis.

RATIONALE FOR THE STUDY

The special education class was devised to meet the needs of handicapped children. As stated by McBride (1980, p. 108):

> For many years, children with handicaps were falling through the cracks of the education matrix and therefore being left unserved in the regular classroom. A system of self-contained classes, which espoused a cradle to the grave philosophy, was created to serve the needs of these children.

Still, special education classes did not prove to be the panacea which was being sought. The regular classroom was once again determined to be the most appropriate service delivery for many handicapped children and the mainstreaming philosophy became dominant. However, all too often, schools moved toward mainstreaming without an appreciation of what is really involved (Reger, 1974). To meet the problems entailed in mainstreaming, it

is necessary to differentiate between the concept of mainstreaming and the implementation of mainstreaming practices.

It is generally accepted by researchers that the mere placement of handicapped children in a regular classroom will not be sufficient for successful mainstreaming. For many of these children, the underlying reasons that resulted in special class placement have not disappeared. These differences in learning in all likelihood still exist and should be recognized in program planning. In fact, when ignored, RC placement may be detrimental to the very child for whom we are trying to provide appropriate education (Hanley, 1979). "Equality does not mean sameness; it means appropriateness" (Guralnick, 1978, p. 301). Consequently, successful mainstreaming requires change. Change has to be planned, not haphazard; specific not general; willed, not natural (Miles, 1964).

The concern about mainstreaming practices is well documented in the American and Canadian literature (Howarth, 1983; Little, 1985; Martin, 1974). Much of the concern and negativism is being expressed by the RC teachers who deal with mainstreaming policies on a daily basis (Gickling & Theobald, 1975; Goodspeed & Celotta, 1982; Heidemann, 1988; Salend, 1984; Schultz, 1982; Schwartz, et al., 1980). The crucial role of the RC teacher was noted by Roubinek (1978, p. 411), "Nothing of any consequence will ever change in education without the assistance and support of the

classroom teacher."

The continual expression of concerns by teachers seems to indicate that many of the necessary changes are not occurring in conjunction with the implementation of mainstreaming policies. The current reality of budgetary restraints may further decrease the possibilities of successful mainstreaming, since many of the needed changes appear to be dependent on educational funding. Therefore, ethically, morally, legally and practically, it seems crucial to continue to investigate the concerns of RC teachers who are involved in mainstreaming since their opinions about factors which may contribute to RC teachers negative attitudes may impede successful mainstreaming attempts.

The identification of teacher concerns and opinions about factors related to mainstreaming practices may provide insight and an increase in awareness of the difficulties encountered during mainstreaming by RC teachers. As well, this type of research may assist in establishing a planned direction for the implementation of mainstreaming policies in schools. Input from teachers who are involved in mainstreaming may help school boards identify both positive and negative features of mainstreaming policies and perhaps increase the chances of attaining positive mainstreaming experiences and successful practices through an efficient and economical approach.

STATEMENT OF THE PROBLEM

Many children with handicapping conditions such as learning disabilities, mild mental retardation, and significant behavioral problems are being placed in regular classrooms for varying portions of each school day. With slightly less frequency, children with handicapping conditions such as hearing impairment and physical disabilities are also being placed in the regular classroom. In order to meet their academic, social and emotional needs, mainstreaming philosophy and practice demand that RC teachers become one of the primary professionals responsible for meeting the needs of these children. As a result, input from RC teachers involved in mainstreaming appears to be crucial to the development and implementation of successful mainstreaming.

This study was designed to provide RC teachers in Edmonton, Alberta with a "voice" about mainstreaming procedures. The research focuses on categorizing and/or describing teacher responses to the following research questions:

1. What do RC teachers who are involved in mainstreaming perceive to be the major concerns confronting RC teachers who are implementing mainstreaming programs?
2. Do RC teachers perceive their educational training to be adequate preparation for mainstreaming mildly handicapped children referred to in this thesis as special needs (SN) children?

3. What are the professional opinions of RC teachers concerning factors addressed in the literature as having the potential to affect, either positively or negatively, mainstreaming programs?

4. What integral practices and support systems are perceived by the RC teachers to be essential for successful mainstreaming?

SIGNIFICANCE OF THE STUDY

While society seems to support mainstreaming on a philosophical basis, meeting the needs of handicapped children in regular classrooms has often not been highly successful. It is generally agreed that RC teachers are the determining force in successful mainstreaming. Thus, research reports that teacher attitude is important to successful programming. The manner in which various factors are met has implications for teacher attitudes and successful mainstreaming practices. As well, the continued need for studies which investigate the concerns of RC teachers about mainstreaming has been stressed (Schultz, 1982). Unfortunately, although the above factors are all perceived to be important, most research examines each factor individually, without a comprehensive investigation of the total context in which the factors are present. Therefore, a study which attempts to examine many of the factors is considered to be important to

the overall success of mainstreaming. This may serve to pinpoint the necessity to systematically consider and evaluate the potential of each factor to influence the total mainstreaming picture. It may also assist in providing direction for the planned and structured change that is generally considered to be a requirement for successful mainstreaming.

ASSUMPTIONS

1. The teachers are providing the best possible program for the SN children in their classes.
2. The concerns and opinions expressed by the teachers are based on actual mainstreaming experiences encountered by RC teachers involved in implementing mainstreaming policies. The concerns are not necessarily based only on mainstreaming experiences during the school year of the study (1987-88).
3. The concerns and opinions of the RC teachers are not static but continually alter and change depending on many influencing factors.
4. Individual schools have different methods of meeting the needs of handicapped children.
5. Individual teachers have different methods of meeting the needs of handicapped children.

LIMITATIONS

1. Due to the small number of participants, the small number of schools involved in the study, and the location of the schools in predominantly working class areas, it may be difficult to generalize the findings to other sections of the school system.
2. Since teachers volunteered to participate in the study, it is possible that these teachers hold strong views which are uncharacteristic of the total population of RC teachers involved in mainstreaming and that do not represent the majority of mainstreaming situations.
3. Since principals were given the option of whether to allow their teachers to participate in the study, it may be possible that RC teachers with greater or different concerns and opinions were not included in the study.
4. Differences in teacher abilities to verbalize their concerns and opinions may affect the findings.
5. The length of the interviews and the variety of questions asked by the researcher may have affected the quality and completeness of teacher responses.
6. Teacher perceived interviewer bias may have affected teacher responses.
7. The responses of the teachers were based on children with handicaps which met the definition of special needs

children used in the study.

8. This study is limited to one urban school district, and to RC teachers involved in mainstreaming handicapped children in grades one through six classes.

ORGANIZATION OF THE THESIS

The study is organized into five chapters. Each chapter reports information that is relevant to the current implementation of mainstreaming practices.

Chapter 1 provides a general understanding of the rationale for the study. Included in Chapter 1 are the introduction, a statement of the problem, the significance of the study, assumptions of the study, and limitations of the study.

Chapter 2 focuses on a review of the current literature and research that has examined issues and factors considered pertinent to this study. A framework has been provided to assist in the development of an appreciation and understanding of the complexities involved in the attainment of successful mainstreaming practices.

Chapter 3 describes the methodology. Included are the design of the study, the population participating, the method of data collection, and procedures for data analysis.

Chapter 4 includes the results. The data are reported in four sections: (1) Teacher perceptions about the actual

mainstreaming practices within their schools; (2) Teacher concerns about mainstreaming; (3) Teacher opinions about various factors considered important to successful mainstreaming; (4) Teacher perceptions about the minimal requirements needed for mainstreaming.

Chapter 5 provides a discussion of the findings. When relevant, the findings are discussed in relation to previous literature and research. Implications for the future implementation are provided and recommendations for further research are included.

CHAPTER 2

REVIEW OF LITERATURE

This chapter is a review of the literature that is central to the study. It begins with a general overview of the evolvement of the movement toward mainstreaming. Factors which have the potential to affect mainstreaming, either positively or negatively, are examined. The importance of teacher attitude for successful mainstreaming is given credence by the presentation of supportive literature. Specific research on the attitude and willingness of regular classroom (RC) teachers towards the mainstreaming of various types of handicapped children is presented. The research which has investigated external factors identified as important to successful mainstreaming is also reviewed. The final section attempts to integrate the various factors examined in the chapter, and their implication for the success or failure of mainstreaming. Guidelines for successful mainstreaming are suggested.

HISTORICAL EVENTS LEADING TO THE MAINSTREAMING MOVEMENT

Although the evolution of mainstreaming has its roots in both the United States and Canada, Howarth (1983) notes the American influence ~~on events~~ occurring in Canada. This influence seems to be founded on the close physical proximity of the two countries, the effects of American media in Canada, and the shared historical values rooted in Judeo-Christian tradition.

The American Background

American history has shown a gradual trend toward more humane treatment of the handicapped. The inclusion of handicapped students into the regular classroom has been a progressive movement.

Schulz & Turnbull (1984) traced the history of the special education movement in the United States. In the period between 1850-1900, residential schools were developed to provide education and training for the handicapped (for example, schools for the blind and the deaf). Between 1950-1970, there was rapid growth of special education classes for mentally retarded, emotionally disturbed and learning disabled students.

The so-called normalization movement began between the years 1970-1977. Normalization refers to the integration of the severely handicapped into the community. The intent of the movement was to replace institutionalization. The movement towards mainstreaming began as part of the normalization process. Special classes were provided for the education of moderately and severely handicapped children, who were previously placed in residential institutions and special schools. From 1977 to the present time, the American education system has focused on implementing American federal legislation mandating free appropriate public education for all handicapped children in the

least restrictive environment (Public Law 94-142). With access to a legal mandate, a substantial number of handicapped children now receive their education in the regular classroom.

Specific Events Leading to Enactment of Public Law 94-142

Certain major and specific events beginning at the end of the 1960's led to enactment of federal legislation in the United States and to the mainstreaming of many handicapped children. It was not until the late 1960's and early 1970's that the efficacy of special education classes began to be questioned (Cantrell and Cantrell, 1976). Dunn's (1968) article, questioning the effectiveness of special education classes for the culturally and economically disadvantaged, is considered a major source of stimulation for the move towards mainstreaming (Goldstein, 1978; Gottlieb, 1982). Further evidence in the 1970's also indicated that a sizable percentage of children placed in special classes were in fact hard to teach, but not necessarily handicapped (Goldstein, 1978).

During the 1960's, efficacy studies were conducted. The results were interpreted as failing to document academic benefits for the mentally handicapped children placed in special classes (Schulz & Turnbull, 1984). Concern by investigators was also expressed about the stigma and the social isolation that was thought to be associated with special classes (Gottlieb, 1981). These studies occurred at a time when parental organizations began

to take legal action protesting the segregation of their children. Parents lobbied and brought legal action against the testing used for placement decisions and classification of their children. They petitioned for a return of their children into the mainstream (Goldstein, 1978; Howarth, 1983).

In 1975, Public Law 94-142 was passed in the United States. The legislation was designed to ensure the civil rights of all American children including those who were handicapped to be educated in the least restrictive environment. Subsequently, for the majority of mildly handicapped children, the regular classroom has often been interpreted as the least restrictive environment (Ottman, 1981; Pugach, 1982). The regular classroom has also become recommended placement for many physically and sensory handicapped children (Madden & Slavin, 1983) in American society.

The Canadian Background

Three events have been identified as influencing the Canadian movement towards mainstreaming: (1) the American Public Law 94-142 guaranteed free and appropriate education to all handicapped children and youth; (2) the report of the Commission on Emotional and Learning Disorders in Children (CELDIC) was prepared in 1970. (The CEDLIC report described the need for comprehensive services in the areas of education, health, welfare

and justice in order to meet the needs of children identified as having emotional and learning problems); (3) 1979 was dedicated as the International Year of the Child. Numerous projects across Canada promoted the rights of handicapped children to receive treatment, care and education required by his or her state or situation. These projects increased Canadian awareness of the need to establish policies for the rights of children.

In 1980, six provinces had mandatory legislation related to the education of handicapped children in Canada (Goguen, 1980). These provinces and the year mandatory legislation was enacted are listed in Table 2.1. Paralleling the United States, the least restrictive environment has been interpreted as the regular classroom for many handicapped children in Canada. Table 2.2 reports the numbers of handicapped children in segregated and integrated programs in 1983, (Canada, Council of Ministers, cited in Winzer, 1987). The percentages have increased steadily since that time (Winzer, 1987). Hill (1988) stated that the 1983 study by the Council of Ministers disclosed that 76.76% of identified handicapped students in Canada at that time were integrated into regular classrooms.

Specific to Alberta, the case of Carriere vs. County of Lamont ruled that children were entitled to receive an education in their own school jurisdiction (Cameron, 1978). This decision is considered to be a landmark decision in affirming the right of

TABLE 2.1

CANADIAN PROVINCES WITH MANDATORY
SPECIAL EDUCATION LEGISLATION

Name of Province	Year of Legislation
Newfoundland	1979
Nova Scotia	1969
Quebec	1979
Ontario	1980
Manitoba	1976
Saskatchewan	1971

Additional Provinces or Territories may have mandated legislation since 1980.

(adapted from Goguen, 1980)

TABLE 2.2

HANDICAPPED CHILDREN RECEIVING SPECIAL EDUCATION SERVICES IN SCHOOLS IN CANADA

Handicapping Condition	Children Receiving Special Education Services	Integrated	
	Number	Number	Percentage
Mentally Handicapped	63,356	14,554	23.0
Learning Disabled	159,159	120,118	75.5
Behaviorally/Emotionally Disabled	27,298	15,124	55.4
Speech Impaired	43,914	42,504	96.8
Sensorially Disabled (Visual)	2,029	1,615	79.6
Sensorially Disabled (Hearing)	5,231	3,314	63.4
Physically Handicapped	2,971	1,865	62.5
Multiple Handicapped	11,369	1,805	15.9

TABLE 2.2 (continued)

Handicapping Condition	Children Receiving Special Education Services	Integrated	
	Number	Number	Percentage
Other (not specified)	244,390	228,757	93.6
Total	559,717	429,656	76.76

* Numbers are based on estimated prevalence of children in Canada. (Canada Council of Ministers, adapted from Winzer M., 1987)

all Alberta children to equal access to educational opportunity.

Pivato (1986) summarized the trend toward normalization and mainstreaming in Alberta in the past fifteen years. Alberta has moved many severely handicapped and moderately handicapped children out of institutions into the community with small percentages of the multiple and severely handicapped children receiving their education in the regular classroom.

A survey in 1987 conducted by The Alberta Teachers' Association indicated that mainstreaming had increased from the previous school year (1985-1986) in 27.8% of the 807 schools which responded to the survey. This happened at a time when the effects of cutbacks were evident. According to the survey, teacher aides were reduced in 39.0% of the schools surveyed, pupil-teacher ratio had shown a growth of 4.5% in one year and the amount of counseling time showed a decline in some schools.

The increased implementation of mainstreaming occurring during educational funding cutbacks appears to be a reality for some Alberta school districts. Insufficient funding has negatively affected the quality of education available to all children. The cutbacks have been particularly devastating to the quality of education received by handicapped children. It appears that mainstreaming has increasingly been implemented to cope with the lack of funds available to maintain specialized programs. Handicapped children have been placed in regular classrooms with

decreased staff support and increased class size due to greater student enrollment in schools (Brennan, 1987; Bushkowsky, 1987).

RATIONALE FOR MAINSTREAMING

In light of the international movement towards mainstreaming (Bowman, 1986; Csapo & Goguen, 1980; Karagianis & Nesbit, 1981; Marchesi, 1986), it is relevant to examine literature which assists in clarifying the philosophy of mainstreaming. The purpose of mainstreaming is not (and was never intended):

- for the wholesale return of all exceptional children to the regular classroom.
- to allow handicapped children to remain in the regular classroom without the support services they need.
- to ignore the need of children for more specialized programs than can be provided in the regular classroom.
- to be less costly than meeting the needs of children in segregated special education classes.
- as an arrangement to be accomplished overnight.
- to be a placement for handicapped children requiring such extensive services that academic progress of nonhandicapped children is jeopardized.
- to entail just the physical presence of handicapped children in the regular classroom.

- to place the total responsibility for the education of the handicapped children on the RC teacher.
- to place RC teachers "out on a limb", expecting them to accomplish tasks for which they are not prepared.

(Extrapolated from Caster, 1975, and Schulz & Turnbull, 1984).

The philosophy of mainstreaming is:

- to create new and different alternatives for handicapped children, rather than the elimination of alternatives.
- to explore different strategies, the availability of alternatives and the flexibility of new ideas (Schulz & Turnbull, 1984).
- to be characterized by success structuring.
- to provide for the flourishing and acceptance of special individual differences, and success in relation to appropriate goals rather than a uniform curriculum at a uniform rate (Little, 1985).

Factors Influencing Successful Mainstreaming

Planning for the successful implementation of mainstreaming policies has been supported since the concept of mainstreaming became a focal point in the education of many handicapped children. MacMillan, Jones & Myers (1976) acknowledged that the principle of mainstreaming needed to be separated from the implementation, thereby preventing failures at

implementation being considered as evidence of the invalidity of the principle.

Individuals further away from the actualities of mainstreaming than RC teachers have decided that the concept of mainstreaming is desirable, while often leaving the details to be worked out by the teachers who will implement the program (MacMillan et al., 1976). With many handicapped children receiving a portion or all of their education each year in the regular classroom, the responsibility of the RC teacher is significant. It is the RC teacher who will be involved on a regular basis in the mainstreaming process (Schultz, 1982), as they are the primary implementors (Schmelkin, 1981). The RC teacher is very likely to be the principal provider for children classified as mildly handicapped such as the learning disabled, the educable mentally retarded and the behaviorally disordered (Palmer, 1980; Pugach, 1982; Ryan, 1984).

Factors that influence the success of mainstreaming practices within the regular classroom have been identified in the literature. The attitude of RC teachers toward mainstreaming handicapped children has been demonstrated to be crucial to the success of mainstreaming (MacMillan et al., 1976; Moore & Fine, 1978; Pugach, 1982; Reynolds, Martin-Reynolds & Mark, 1982). There appear to be a variety of external factors that also influence the success of mainstreaming programs and/or teacher

attitude. The external factors that this study will examine are: (1) teacher training; (2) initial planning for mainstreaming; (3) support for RC teachers; (4) lack of time to provide to the special child and class size; and (5) teacher stress. Each of the factors will be examined separately.

Teacher Attitude

It has been demonstrated that the ways in which teachers view students are a strong determinant of the nature of the interaction between teachers and students and in students' achievement (Rosenthal & Jacobsen, 1968). Teacher attitudes can positively and negatively affect student achievement, student behavior and teacher behavior (Winzer, 1987). Baker & Gottlieb (1980) stated that teacher attitude is expected to influence the extent to which a handicapped child becomes an accepted member of the regular classroom, one of the crucial requirements for successful mainstreaming. The success of mainstreaming appears to be especially dependent on teacher attitudes (Stephen, Blackhurst & Magliocca, 1982). Research reviewed in Salvia & Munson (1986) clearly suggests that RC teachers anticipate lower performance from mildly handicapped children than from nonhandicapped children. Teacher responses to handicapped children often make the difference in the effectiveness of mainstreaming (Harasymiw & Horne, 1975) or the success of mainstreaming (Larrivee & Cook, 1979).

Type of Handicapping Condition and Teacher Attitude

Teachers appear to be more willing to mainstream some groups of handicapped children than other groups of handicapped children. Moore & Fine (1978) distributed descriptions of hypothetical children to 61 teachers. Results of the study suggested that both RC teachers and special educators viewed the mentally retarded, the learning disabled and the RC children in the classes differently. The RC teachers favored RC placement for children with learning disabilities, but the RC teachers generally did not favor RC placement for children with mental retardation, with or without the availability of support.

In another study by Smith (1979), teachers strongly rejected the mainstreaming of the trainable mentally retarded, and to a lesser degree the teachers rejected the educable mentally retarded. This study also reported that teachers rejected the practice of mainstreaming emotionally disturbed children. These findings were also reported by Vacc & Kirst (1977). In the Vacc & Kirst study, the teachers felt that the presence of emotionally disturbed children would negatively affect their programs and felt that a special classroom would be a better placement for these children. Similar preferences by the RC teacher were noted in a study by Shotel, Iano & McGettigan (1972). Results revealed that teachers were more supportive of mainstreaming learning disabled children than educable mentally retarded and emotionally

disturbed children. They least favored the educable mentally retarded.

Research findings by Berryman & Berryman (1981) agreed with the above findings. They reported that teachers were willing to include handicapped children in their classroom, if their disability did not inhibit their learning or the learning of the RC children. These teachers did not support mainstreaming disruptive children or children with limited learning abilities. Winzer (1987), in a review of investigations examining teacher attitudes toward mainstreaming various types of handicapped children, concluded that the RC teachers appear to prefer special class placement for the mentally retarded and the emotionally disturbed. When mainstreaming is inevitable, RC teachers generally prefer to mainstream the learning disabled child (Winzer, 1987). The tendency for teachers to favor one handicapping condition over another, regardless of the severity of the handicap has also been reported by Vandivier & Vandivier (1980). These teachers preferred mainstreaming the learning disabled, the emotionally disturbed, and the educable mentally retarded, respectively. This order of preference seems to be true regardless of whether comparisons included the categories mild, moderate or severe for each handicapping condition (Vandivier & Vandivier, 1980).

In two studies (Parish, Dyck & Kappes, 1979; Williams,

1977), teachers identified physically handicapped children as the most suitable of all handicapping conditions for the mainstreamed classroom. However, in a study by Leyser & Abrams (1982), physically handicapped children were ranked after children who were hard-of-hearing and partially sighted.

There is evidence to suggest that teachers would prefer not to be involved in mainstreaming under any conditions. Gickling & Theobald (1975) reported that RC teachers preferred self-contained classrooms for placement of mildly handicapped children. As well, 49.0% of the RC teachers that were surveyed in a study by Hudson, Graham & Warner (1979), did not support the concept of mainstreaming. Similar results were reported in a study by Horne (1983) where 50.0% of the 139 RC teachers who were surveyed felt that the regular classroom could not effectively meet the instructional needs of the handicapped child.

In summary, teacher attitude research tends to indicate that teachers would prefer that handicapped children not be placed in the regular classroom. However, if they must mainstream children, their preference is to mainstream the learning disabled, followed by the emotionally disturbed. The least favored handicapping condition appears to be mental retardation.

External Factors Influencing Successful Mainstreaming

While there has been abundant research investigating attitudes of RC teachers, many of the studies analyzed teacher attitudes using the "accept-reject approach" to attitudes toward handicapping conditions (Moore & Fine, 1978; Shotel et al., 1972; Vandivier & Vandivier, 1980). Little research was directed at uncovering the factors that may underlie attitudes which are important determinants in successful mainstreaming (Jones, 1978, cited in Schmelkin, 1981).

It is clearly recognized that attitudes are not created in a vacuum. Attitudes are created by experience (Martin, 1974). Winzer (1987) stated that attitudes are influenced by many factors such as knowledge, information received, skill acquisition, contact and experience, exposure, confidence and the amount of success obtained.

It has been recognized that changes within the organization of schools and beyond need to occur in order to create positive teacher attitude and to promote successful mainstreaming practices (Gans, 1987; Larrivee & Cook, 1979; Stephens & Braun, 1980; Trickey & Stobart, 1987). This leads to an acknowledgement that a number of criteria besides teacher attitudes need to be met in order for successful mainstreaming to become a reality. It also appears that the manner in which these criteria are met seems to have an effect on teacher attitude

(MacMillan et al., 1976). Since the effect of negative attitudes is well documented, it is important to ask why negative attitudes may exist (Marozas & May, 1988). Thus, it seems important to review the literature on the factors considered important for successful mainstreaming and teacher concerns in those areas.

Training for Regular Classroom Teachers

Gickling & Theobald (1975) noted teacher awareness about their lack of skills to assist handicapped children. In studies where mainstreaming was not working well, lack of teacher training has often been cited as the reason (Howarth, 1983). In one study (Ringlaben & Price, 1981), 80.1% of the teachers reported that they had not had any course work on mainstreaming included in their education courses. Horne (1983) reported that 80.0% of the teachers surveyed felt they had not had adequate training to deal with handicapped children, and 70.0% of the teachers felt that mainstreaming handicapped children would require changes in the classroom. They felt unprepared to make these changes. Schwartz et al. (1980) in a survey of RC teachers, reported that generally teachers felt they had not been properly trained to deal with handicapped children and the range of problems that these children posed. Williams & Algozzine (1977) established that teachers felt ill-prepared to mainstream emotionally disturbed and educable mentally retarded children. These teachers felt more equipped and more willing to mainstream the learning disabled and the

physically handicapped.

Hudson et al. (1979) designed a questionnaire to measure teacher attitudes and needs in relation to teaching exceptional children. Three-fourths of the 151 teachers surveyed indicated that they needed preservice and inservice training before being able to effectively teach handicapped children in the regular classroom. Schultz (1982) reviewed studies which indicate that RC teachers feel they are not prepared to work effectively with handicapped children. One hundred and two teachers indicated (by completing a questionnaire) that they felt a lack of expertise in accounting for individual differences (Schultz, 1982). The teachers did not feel comfortable with their current skills, knowledge, attitudes and feelings. They felt that their concerns about inadequate preparation were not being met. Keogh & Levitt (1976) also found that teachers were less willing to mainstream because they perceived themselves as incompetent to mainstream.

Goodspeed & Celotta (1982) collected the views of college professors and RC teachers about competencies considered important for effective mainstreaming. The responses were compared with 11 categories of competencies thought to be needed for mainstreaming. Both teachers and professors rated the nature of the handicapped child as the most important area of competency required. Nature of handicapped children was described as familiarity with the causes and factors associated with handicapping conditions and

different learning styles of handicapped children. Instruction, behavioral management and attitudes were given a high priority. Teachers ranked communication as their number two priority, whereas the professors ranked communication as priority number six. The results indicate that teachers feel that many competencies are important for mainstreaming. In order of importance, the competencies are: nature of handicapping conditions; communication of teacher needs and communication with parents and professionals; instruction and management skills; understanding and changing attitudes; understanding the rationale for mainstreaming; assessing students' needs; knowledge of resources and support systems; implementing curriculum changes; changing the learning environment to facilitate instruction for handicapped children; skills to work with others; and how to evaluate students.

The teacher trainers generally rank ordered the competencies the same as the teachers. However, professors viewed curriculum selection as more important, while the teachers ranked communication and assessment of student needs as more important. More RC teachers rated each competency as being more important than the teacher trainers.

Redden & Blackhurst (1978) surveyed 493 elementary teachers involved in mainstreaming mildly handicapped children. They compiled a list of competencies needed for mainstreaming.

Planning for mainstream entry, assessment of needs and goals, teaching strategies and resources were considered to be the most important competencies needed by these teachers.

Teacher attitude appears to be influenced by knowledge and experience. Knowledge received from coursework about handicapped children seems to be a factor that assists in the development of positive teacher attitude toward placement of handicapped children in the regular classroom (Turnbull & Schulz, 1979). The Schmelkin (1981) study reported that RC teachers who had experienced teaching at least one handicapped child and who were also enrolled in coursework related to mainstreaming, possessed positive attitudes towards mainstreaming. Other studies have shown that the RC teacher's willingness to mainstream handicapped children is related to the number of special education courses they have completed (Ringlaben & Price, 1981; Stephens & Braun, 1980). Increased knowledge and contact appear to be related to more positive attitudes concerning mainstreaming (Schmelkin & Lieberman, 1984). Coursework that involves direct experience with handicapped children has been recommended (Hoover & Cessna, 1984).

Initial Planning for Mainstreaming

A planned, systematic and step by step process is critical for successful mainstreaming. Planning is required before the mainstreaming process is implemented and is essential to the

success of mainstreaming practices (Howarth, 1983). In order to increase the chances of successful mainstreaming, the initial planning should involve: (1) teacher willingness to mainstream; (2) preparation of the children; (3) close involvement of the RC teacher in the placement process and preparation procedures before the handicapped child is placed in the regular classroom; and (4) time spent in the regular classroom.

Teacher Willingness to Mainstream and Modify Programs

Research literature continually addresses the role of the RC teacher in achieving successful mainstreaming. Equally evident is the finding that there are a substantial number of teachers who prefer not to mainstream (Hanrahan & Rapagna, 1987; Hudson et al., 1979).

Baker & Baker (1983) stressed the importance of RC teachers having the opportunity to indicate an interest in accepting a handicapped child. When the teacher does not feel competent or reflects undesirable attitudes, placement in that setting may be totally undesirable. The teacher has to be willing to meet the needs of the child. Handicapped children need appropriate programs. The willingness of teachers to modify programs needs to be considered before making least restrictive environment placement decisions (Palmer, 1980).

Unfortunately, teachers are not always willing to make instructional changes. Horne (1983) found that 42.9% of the

teachers surveyed were not willing to revise or adapt their curriculum or instruction for handicapped children.

Biklen (1985) found that teachers used "I'm not prepared" as a polite way of saying "I'm really not interested." He also noted that teachers who had a history of willingness to experiment in changes such as open classrooms, were more likely to take training and consultation related to mainstreaming when it was offered. Biklen concluded that mainstreaming should commence by providing training to only those teachers who have demonstrated a willingness to engage in new forms of education. As well, Munson's (1987) study revealed that placement decisions had to assure a match between the educational needs of handicapped children and the teachers' willingness to modify programs to meet their needs.

Preparation of the Children

Both RC children and handicapped children need to be prepared if mainstreaming is to be a success. If preparation for the handicapped child is not adequate, the child will be a burden on the teacher (Jones, Gottlieb, Guskin & Yoshida, 1978). The need to prepare the nonhandicapped child has also been documented (Jones, Sowell, Jones & Butler, 1981). Unfavorable feelings, attitudes and behaviors toward the handicapped by nonhandicapped children can be changed if the nonhandicapped children are prepared (Litton, Banbury & Harris, 1980).

Preparation of Handicapped Children for Mainstreaming

Handicapped children can experience frustration and failure if they are not prepared before entry into the regular classroom (Dardig, 1981). Handicapped children face anxiety about attempting new experiences and facing new situations (Cheong, 1980). The handicapped child must continually try to keep up with the academic skills of the RC children. The child may displace teacher time for the RC children, or impede the speed and progress of the classroom. This may result in feelings of inadequacy and negative reaction in the RC children. The special education classrooms often provide different instruction, teaching styles, behavioral and socialization patterns than the regular classrooms; therefore the children need to be prepared to cope with differences (Hundert, 1982).

Gresham (1982) reported that the lack of social skills is often a serious drawback for handicapped children. Many of the children seem to engage in social behaviors that generate negative reactions from their peers (Gresham, 1982). Programming is necessary, therefore, to help the child improve his/her social functioning.

When surveyed, RC teachers stated that preparation for RC placement was important for many handicapped children (Redden & Blackhurst, 1978). An examination of the literature suggests that preparation should be given in numerous areas. Prior consultation

with the RC teacher during the initial stages of planning is extremely important as individual teachers have different expectations (Clark, 1978; Hundert, 1982). Thus, the skills the child should possess when admitted into the regular classroom should be assessed relevant to the expectations of the RC children and the teacher rather than by formalized assessment procedures (Hundert, 1982). The possession by the handicapped child of the skills and behavior expected of children in the regular classroom is very important (Keogh & Levitt, 1976). The importance of the handicapped child possessing minimal competencies approximating the RC standards has also been stressed by other researchers (Hundert, 1982; Palmer, 1980). Social skills training often needs to be continued in the regular classroom to promote peer acceptance (Gresham, 1982).

The transition phase into the regular classroom is very important (Rose, Lessen & Gottlieb, 1982). During the transition phase, there should be an effort to minimize differences. The differences between the classroom rules, materials, schedules, and directions to be followed, as well as differences resulting from larger class sizes between the special education classroom and the regular classroom need to be minimized. Social skills training should be matched to the concerns and the context of the regular classroom. Clark (1978) emphasized the need for generalization of skills and behavior to occur at this time. Any training that

takes place during this transition phase should require minimal effort on the part of the RC teacher (Salend, 1984).

Salend & Viglianti (1982) pointed out that few strategies have been developed to prepare and orient the handicapped child for mainstreaming. Nevertheless, if the transition from the special classroom to the regular classroom is to be successful, the children need to be prepared for the behavioral and academic demands of the regular classroom (Gresham, 1982; Hundert, 1982; Palmer, 1980).

Goodman (1979) developed a 10-step model for integrating students into new educational settings. The first two steps are critical for successful mainstreaming. The first step involves deciding on a placement that matches the mainstreamed child with an appropriate classroom and teacher. The second step involves training for the mainstreamed student prior to entry into the regular classroom so he/she can perform under the conditions and the expectations of the regular classroom.

Dardig (1981) developed several guidelines that increase the chances of successful mainstreaming. They include the necessity for the child to become familiar with the rules and routines of the regular classroom, being able to follow verbal directions, the ability to stay on-task, an expressed desire by the handicapped child to attend a regular classroom, and matching objectives in the child's individualized education plan (IEP) with

the RC objectives.

Finally, the mainstreamed child should be gradually eased into the new regular classroom situation. Of paramount importance is an understanding that each mainstreamed situation is new and different. In summary, it should be recognized that mainstreaming is an ongoing process, with every class placement treated as a new and unique placement (Howarth, 1983).

Preparation of the RC Children

For mainstreaming to be successful the handicapped child must be socially integrated and less rejected. Interaction with peers is essential for maximum achievement and for healthy cognitive and social development (Johnson & Johnson, 1980). It should not be assumed that placement in a regular classroom will increase self-esteem and peer acceptance. Physical proximity between handicapped and nonhandicapped children presents an opportunity for positive relationships, but with this opportunity comes risk as well as benefit. Handicapped children in the mainstream can be more severely stigmatized, rejected or ignored (Johnson & Johnson, 1980). Studies have shown that handicapped children who are segregated are better accepted by RC children than handicapped children who are integrated (Gresham, 1986). Gresham (1982) cites evidence from studies suggesting that regular classroom placement does not automatically increase social interaction or social acceptance between the handicapped and the

nonhandicapped. This seems to be true for the learning disabled, the behaviorally disordered, and the educably mentally retarded. It is important for the RC teacher and the special educator to provide opportunities and structure the environment to decrease rejection and increase acceptance by the RC children.

Research indicates that discrimination against handicapped children is less likely to occur in situations where individual differences are openly confronted and explored (Thurman & Lewis, 1979). Mainstreaming should not disregard differences; mainstreaming should acknowledge and value diversity (Sapon-Shevin, 1979). Strategies should be employed to promote positive attitudes (Gottlieb, 1980).

Research has demonstrated a number of strategies have been effective in fostering positive attitudes toward the handicapped. The strategies include films (Westervelt & McKinney, 1980); disability simulations (Jones et al., 1981); children's books about handicaps (Salend & Moe, 1983); and group discussions (Gottlieb, 1980). As well, Litton et al. (1980) have produced a list of material and activities to increase positive attitudes.

Dardig (1981) developed a checklist to increase the chances of successful mainstreaming. He reiterated that RC children may act in unaccepting ways toward the handicapped child if they are not taught correct responses to those who are different. His checklist included informing, when appropriate,

the RC children about the handicapped child's ability to participate; increasing their knowledge about the handicapping condition; and asking for their cooperation and friendship toward the handicapped child. Meeting these criteria requires that the RC child learn skills which enhance cooperation and friendship.

Teacher Involvement in the Initial Stages

Generally, teachers seem to be able to increase their tolerance to differences if they are closely linked to the planning stages of mainstreaming and if they have a real voice in the mainstreaming decision-making process (Howarth, 1983). Research indicates that teachers must be involved in these initial planning stages, if mainstreaming is to be successful (Hundert, 1982; Pugach, 1982; Walter & Glenn, 1986). Positive attitudes may result from close involvement of the RC teacher in the planning stages of mainstreaming (MacMillan et al., 1976).

Hundert (1982) suggests that involvement in the planning stages should involve observation of the child in the special education class. This contact would allow the RC teacher to form more realistic expectations for the child based on direct knowledge rather than stereotype views. Research indicates that RC teachers generally have lower expectations for handicapped than for nonhandicapped children. Sharing in the decision-making process is more likely to result in a feeling of being more responsible for the success and/or failure of the mainstreaming

program (Hundert, 1982; Walter & Glenn, 1986). Since teachers often feel that mentally retarded, emotionally disturbed, and physically disabled children may impede the educational progress of other class members, it is beneficial to have them involved in the planning stages so as to convince them of the desirability of the mainstreaming program (MacMillan, et al., 1976).

During the planning stage communication and cooperation between educators is required, starting with the decision to mainstream (Goodman, 1979). Continued joint efforts should be continued after the initial placement (Salend, 1984), and the availability of support services should be made known. This sound working relationship is essential for the successful integration of handicapped children into the regular classroom (Schifani, Anderson & Odle, 1980). Every major decision from the evaluation and placement of the handicapped child to the IEP development and monitoring process following placement should involve both the regular and special class teachers (Aloia & Aloia, 1982).

Although the RC teacher is often responsible for the bulk of instruction, research indicates he/she is frequently not actively involved in the development of IEPs for mildly handicapped children (Pugach, 1982). This statement is also true regarding the setting of goals and objectives and the specification of required support services for children while in the regular classroom. IEP goals are written frequently as though

they were relevant only in the special class. This type of approach will likely leave large unknown gaps in the handicapped child's learning. These teachers need to have compatible goals and objectives. They must share and review their objectives and the child's progress. They must communicate and work together, not separately.

Although the benefits of teacher involvement in the planning stages of mainstreaming are supported by the research literature, often teachers do not feel that they have been adequately involved in this part of the mainstreaming process. Schwartz et al. (1980), asked 300 teachers to examine their role in implementing decisions. Fifty percent of the teachers stated that they did not have meaningful input nor were they able to influence policies after the child was mainstreamed. This finding tends to be true particularly for children with "hidden" handicaps, such as the learning disabled (Pugach, 1982). Pfeiffer (1980) noted that RC teachers are only minimally involved and committed to team planning, decision making, and program implementation. He further stresses that the success of any intervention plan is likely to be enhanced by the involvement of the RC teacher. Ysseldyke, Algozzine & Allen (1982) found that RC teachers did not have adequate participation in the decisions made, yet they indicated satisfaction with the decision-making practice. This may indicate that teachers feel they have little

to contribute to the process, or that they are not committed to the process.

Dardig (1981) provides guidelines for preparing the RC teacher for mainstreaming. Dardig proposes RC teachers need to be provided with: a rationale for mainstreaming, information about the needs of the mainstreamed child, and availability of teacher materials and support services. He/she needs assistance in preparing the RC children to accept the handicapped child. The RC teacher and the mainstreaming program should be monitored to identify any other problems that may arise.

Time Spent in the Regular Classroom

Mainstreaming is usually defined by schools in terms of the amount of time handicapped children spend in the regular classroom (Jones et al., 1978). The benefits of placement in the regular classroom for differing amounts of time has not been thoroughly investigated (Jones et al., 1978). There is some evidence to suggest that the success of mainstreaming may be influenced by the amount of time spent in the regular classroom. Guerin & Szatlocky (1974) noted that teachers saw partially mainstreamed children as visitors more frequently than full-time mainstreamed children. They indicated that this was possibly one reason for the greater success of the full-time mainstreamed children.

More recent literature indicates that when a child spends

more than two hours a day outside the regular classroom, the RC teacher does not feel responsible for the child (Chandler, 1981). Howarth (1983) examined the research on mainstreaming and concluded: "There is a pervasive skepticism that when a child is withdrawn for part of the day, that child can never be a full part of the classroom." Thus, there seems to be at least some concern that less than full-time mainstreaming may affect the child's "feeling of belonging" to the regular classroom and the RC teachers' sense of responsibility.

Support Services

It is generally agreed that it is not possible for the RC teacher to possess all the skills and time necessary to meet the needs of a wide range of children within the regular classroom. The many different abilities and types of training required to implement mainstreaming, demand the use of support people and services (Biklen, 1985; Hundert, 1982; Ryan, 1984). Support services are required prior to the implementation of mainstreaming (Hundert, 1982; Palmer, 1980), and thereafter the services need to be continued on a permanent basis (Aloia & Aloia, 1982). Thus, the implementation of mainstreaming requires a shared responsibility among all the educators in the school (Schulz & Turnbull, 1984). The goals of professionals involved need to be coordinated. In particular, collaboration and communication

between the special education teacher and the RC teachers seems to be a determining factor in successful mainstreaming (Salend, 1984). Support from the principal cannot be supplied only in crisis situations (Smith, 1979). Mildly handicapped children can be taught in regular classrooms when specifically trained support people are easily accessible in school (Cantrell & Cantrell, 1976).

Lists have been compiled to identify the types of support that are required for teachers involved in mainstreaming, for example, Reger (1974) compiled a list of needed support services. They included resource room teachers, consultants, itinerant teachers, diagnostic teams, as well as aides, tutors and other children (peer tutoring).

Wood (1981) identified the auxiliary staff personnel that should be involved in mainstreaming. Psychologists, consultants, counselors, diagnosticians, speech clinicians, hearing and language specialists, all have skills that are required in some combination, in order to provide the information necessary to mainstream children. The role of the director of Special Education (coordinator of special education in school systems) has also been shown to be important (Whitworth & Hatley, 1982). The director should be available to answer questions relating to obtaining needed services, resources and evaluation of handicapped students. The director is generally responsible for knowing the

legal requirements of special education services and for administering and supervising these services.

Guerin & Szatlocky (1974) report that the support of school administrators is critical to the success of mainstreaming and to development of positive teacher attitudes. Larrivee & Cook (1979) also identified administrative support as being crucial in the development of positive teacher attitudes. Support of the school principal is generally regarded as one priority for successful mainstreaming (Davis, 1980; Payne & Murray, 1974).

Support from the resource room teacher and school counselors was found to be linked to teacher perceptions of success in implementing a program, and to have a positive influence on teacher attitudes (Larrivee & Cook, 1979). Williams (1977) reported that the availability of a special education classroom (that could be used as a safety net and assist the RC teacher) seemed to be a factor influencing positive attitudes toward mainstreaming, however, these findings were not verified by Shotel et al. (1972). RC teachers think that the special education teacher should provide follow-up support and consultative support after the initial placement (Miller & Sabatino, 1978).

The use of paraprofessionals is viewed as a necessity by many teachers (D'Angelo, 1981; Karagianis & Nesbit, 1983). Provisions need to be made for aides and paraprofessionals (and

possibly parents) to assist the teacher within the classroom (Kavanagh, 1977). Clearly, paraprofessionals do provide educational services to handicapped children (Marozas & May, 1988). Problems involving working relationships and roles of the various personnel have been cited as frequently presenting difficulties (Fredericks, Baldwin, Hanson & Fontana, 1972).

The need for parental support is also important for successful mainstreaming. Public Law 94-142 legislation in the United States formally recognizes the important role that should be played by parents. Various roles have been proposed for parents: involvement in the development of IEPs, providing services in everyday classroom activities to the greatest extent possible, for example, by developing classroom materials, reviewing and reinforcing content taught in the classroom (outside school hours), assisting students in completing classroom assignments, providing information about possible motivational techniques, and in many other ways (Schulz & Turnbull, 1984). Reynolds & Birch (1988) emphasize the role of parents as partners using the diagnostic and treatment phases of education, because parent involvement is likely to result in a smoother and more consistent delivery of instruction for children.

Obviously, the type of support systems that are available to teachers will depend upon the set up in the particular school system. Nonetheless, it appears that the effectiveness of

mainstreaming programs is dependent upon the availability of support services and support personnel. It is just not possible for any teacher to have all the skills and time required for implementing sound mainstreaming practices (Schulz & Turnbull, 1984). Howarth (1983) concluded from her investigation of research literature that the worst possible mainstreaming practice is simply placing the child in the regular classroom and leaving it to the teacher. Both the teacher and the child usually need more support.

The need for support services has long been recognized as an important part of mainstreaming. Teachers and teacher organizations have cited the need for support services (Salvia & Munson, 1986). Nonetheless, teachers have indicated that support generally is lacking in the mainstreaming process (Karagianis & Nesbit, 1983).

Hudson et al. (1979) administered questionnaires to 151 RC elementary teachers. Fifty-eight percent of the teachers reported that support services were not available to them. These results indicate that unfavorable attitudes toward mainstreaming could be partially attributed to the opinion of the teachers that immediate and long-term support services were not available to them. Graham, Burdg, Hudson & Carpenter (1980) suggest that the lack of support greatly diminishes the likelihood of providing a mainstreamed handicapped child with an appropriate education. As

far back as 1972, Shotel et al., concluded that teachers developed negative attitudes about mainstreaming because of the lack of support that they received when mainstreaming.

Overcrowded classrooms, and lack of sufficient time to plan and implement instruction have all been cited as concerns by teachers who are involved in the mainstreaming process (Goodspeed & Celotta, 1982; Schmelkin, 1981; Schwartz et al., 1980). By expressing these concerns, teachers are requesting support in order to lighten the tremendous workload that can be created when support is not provided. Marrin (1986) reported high negative correlations between teacher stress and the availability of administrative support. Discipline problems have been cited as a source of teacher's concern, and Brown (1981) stated that teachers reported a lack of support for handling severe discipline problems. These teachers felt that more careful screening for behavior problems was required. When there are fewer behavior problems, teachers appear to be more willing to mainstream (Berryman & Berryman, 1981). Thus, support should include prevention by anticipating when severe problems are likely to occur as well as when there is a crisis situation (Smith, 1979). Furthermore, it was established in the Guerin & Szatlocky (1974) study involving teachers with mainstreamed mentally retarded children that a support service which complemented and enhanced rather than paralleled regular instruction is important.

Time Constraints and Class Size

Both time constraints and class size have been investigated for their impact on teacher attitude and the success of mainstreaming programs. Hudson et al. (1979), surveyed 151 RC teachers. Eighty-three percent felt that inadequate time was available to plan for and to teach exceptional children in their classes. Karagianis & Nesbit (1983) emphasize that class size needs to be small enough to allow the RC teacher to be able to provide the same type of individual help in the regular classroom that the child would receive in the special classroom. The lack of time for planning was also perceived by RC teachers as a major problem (Turnbull & Schulz, 1979; Goodspeed & Celotta, 1982). This seems to be especially true when children are performing at a level significantly below the majority of other children in the classroom (Gallent, 1981). Kavanagh (1977) questions the fairness of a program that requires teachers to prioritize their program to meet the needs of either the RC children or the handicapped children.

Munson (1987) reported that teachers with large class size made fewer modifications to meet the needs of the handicapped child. Baker, Safer & Guskin (1985) reported that teachers were concerned about lack of time to prepare for and work with mainstreamed children and were not satisfied with the progress of the handicapped children (O'Reilly & Duquette, 1988) because they

could not give the handicapped children the amount of individualized attention that was required. Teachers reported mainstreaming to be disruptive and felt it interfered with the RC children's opportunity to learn (O'Reilly & Duquette, 1988).

Both the National Education Association and the American Federation of Teachers have advocated a reduction in class size in regular classrooms when handicapped children are mainstreamed (Salvia & Munson, 1986). They proposed that class size should be reduced by three or four students for every handicapped child placed in the regular classroom.

Teacher Stress

Burnout has become a serious problem among teachers who are involved in mainstreaming (Weiskopf, 1980). Bensky, Shaw, Gouse, Bates, Dixon & Beane (1980) asked professional educators to complete a questionnaire related to occupational stress and their new roles since Public Law 94-142. The teachers ranked demands in diagnosis and assessment, interaction with parents regarding placement decisions, job related work after hours, parent conferences and preparation for teaching as the most stressful. Lack of time has been cited as an important stressor for teachers (Cook & Leffingwell, 1982) as have: (1) large class size (Stevenson & Milt, 1975); (2) having to accept input from a wide number of outside sources; (3) not having the sole decision-making

powers that they had in the past; (4) trying to accommodate and please many people; (5) work load, disciplinary measures and increased paperwork, and (6) lack of administrative, parental and public support (Caissey, 1985). All these factors have resulted in a teaching career becoming less rewarding and satisfying.

Hohn (1985) reported that teachers experienced stress and frustration when pupils did not reach their academic goals. Teachers perceive the often limited progress of students as a lack of success on the job. This can result in lowered self-esteem and perhaps burnout (Freudenberger, 1977). Constant and continual stressful situations are likely to affect teacher attitude and the success of mainstreaming practices.

Caissey (1985) reported survey results from over 1000 teachers in an urban Catholic school system in Alberta. Thirty-seven percent of the teachers reported physical illness related to stress and expressed a desire to leave the profession. Although the survey involved all types of teachers, it is possible that teachers involved in mainstreaming may require and therefore experience major changes in the role of teaching and experience less satisfaction with teaching.

In summary, many factors appear to affect the level of success that any mainstreaming program will experience. The influence of teacher attitude, training for RC teachers, planning for mainstreaming, availability of support services, time

available to prepare and meet the needs of children in the classroom, class size and teacher stress have all been investigated. The research literature indicates that all the above factors likely contribute to the success or lack of success of mainstreaming programs.

Factors to be Considered When Implementing Mainstreaming

This section addresses the complexities involved in achieving satisfactory mainstreaming results. Figure 2.1 proposes a model for integrating ten broad factors that should be considered when devising mainstreaming programs. The reciprocal interaction amongst the factors is represented by the arrows. Figure 2.1 demonstrates how each factor can have a positive or negative influence on the effectiveness of the mainstreaming program.

The teacher's philosophy is shaped by his/her experience and knowledge. The teacher's philosophy and performance reflect and in turn are affected by his/her concerns and opinions. There are interactive effects between the teacher's concerns and opinions and stress, attitudes, training, availability of support, the chance to plan and nature of planning, the way in which mainstreaming is implemented, class size, and time involved. These factors all interact to determine the success or failure of the mainstreaming process.

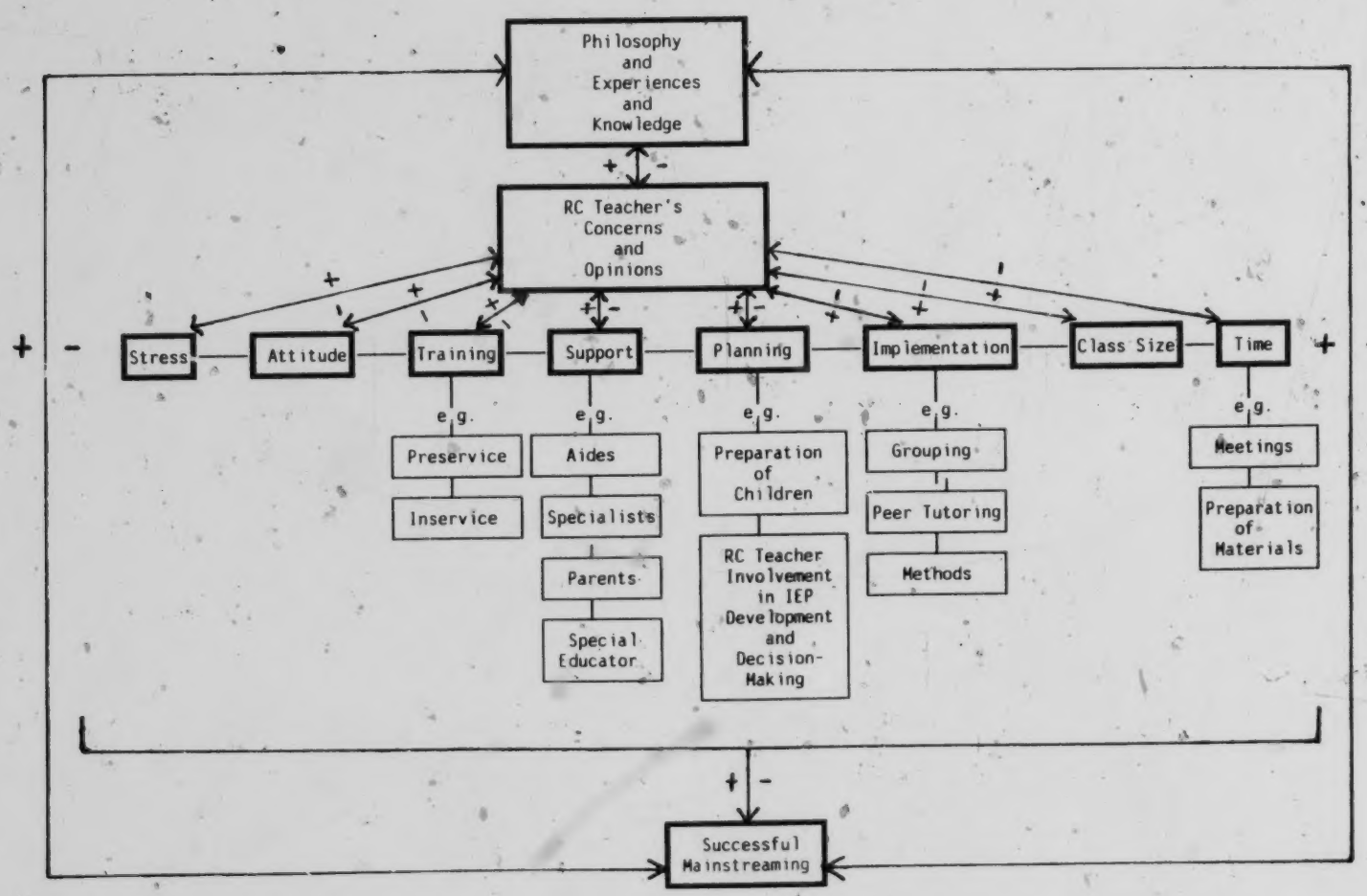

Figure 2.1: Factors Involved in Achieving Successful Mainstreaming

Few, if any studies, have attempted to examine the interactive component of these factors. Most studies often investigate each factor in isolation, or at best, by combining only a few factors. This type of research is not likely to produce comprehensive guidelines that can be easily and quickly available to schools and teachers when implementing mainstreaming programs. The present study attempts to meet this objective.

Research literature suggests that all the factors should be given consideration when planning and implementing mainstreaming programs. The framework presents a systematic and planned approach for implementing mainstreaming policies. The importance placed upon each factor will vary from year to year from school to school, and from school system to school system. Differences among the needs of children and the concerns, opinions and needs of teachers will influence which factors pose more of an obstacle to mainstreaming success. The sheer number of factors that can, negatively and/or positively, affect mainstreaming programs emphasizes the need for a continual monitoring of teacher concerns and opinions about mainstreaming. The actual evaluation of the mainstreaming program becomes critical.

In conclusion, this chapter began with a summary of the events which led toward mainstreaming. Literature and research was reviewed which provided credence to developing mainstreaming practices on the basis of certain factors which have been shown to

influence the outcome of mainstreaming practices. Finally, a framework was devised that incorporated numerous factors which may influence the successfulness of mainstreaming practices. The framework provides a sense of direction which allows for input, monitoring and evaluation of mainstreaming practices by a systematic and planned approach.

CHAPTER 3

A DESCRIPTION OF THE STUDY

The present study was designed to address the status of the mainstreaming process as it is implemented in a large urban school system in western Canada. For the purpose of this study, mainstreaming is defined as the placement of a handicapped child into a regular classroom setting on a part-time or full-time basis. Successful mainstreaming is defined as the social and instructional integration of handicapped children in the regular classroom on a part-time or full-time basis in a manner that meets the emotional and educational needs of all the children in the classroom. The program is continually monitored, and academic gain and social development are evident and measurable.

Special needs (SN) children in the context of this thesis are defined as mildly handicapped children. Traditionally, mildly handicapped included those children classified as learning disabled; slow learners (tested I.Q. range 75 to 85); educable mentally retarded (tested I.Q. range 50 to 75); and children with mild to moderate behavioral disorders. A small number of profoundly hearing impaired children with average to above average intelligence, and one child with fine and gross motor coordination difficulties and average intelligence were also included among the children mainstreamed in the present sample.

The status of the mainstreaming process was assessed by questioning teachers of regular elementary grades about their perceptions of the procedures used in mainstreaming the SN children in their classrooms. The teachers were also asked to make recommendations they thought would result in improving mainstreaming procedures.

THE STUDY

Thirty elementary teachers in grades one through six from 15 schools in a large urban public school system in western Canada agreed to participate in the study. The teachers were asked to complete a questionnaire and to participate in an interview. The questionnaire data were analyzed by categorizing and quantifying the responses. The content of the interviews were categorized by utilizing content analysis techniques for categorizing the data. These data were also quantified.

Participants in the Study

Thirty teachers involved in mainstreaming SN children in their regular elementary classrooms for part or all of the school day volunteered to participate in the study. Twenty-eight of the teachers were involved in mainstreaming SN children in 1987-88, the year the study was completed, and two teachers had SN children

mainstreamed in their classroom in the school year prior to 1987-88.

The writer requested and received permission from the School Board authorities to conduct the study. The approval was subject to the conditions that teacher participation was voluntary, that a summary of the results of the study would be provided to the teachers and to the district, and that confidentiality of information obtained would be assured.

The School Board authorities provided a list of 25 schools with adaptation and opportunity programs. The author was directed to contact the principal of each school to seek his/her agreement to participate in the study. Fifty-two percent of these schools (and 24 teachers) agreed to participate. To obtain the needed sample, additional schools were contacted to seek agreement to participate in the study. Two additional schools and six teachers volunteered to participate, thus completing the sample. All the principals contacted were asked whether their school would like to participate in the study. They were informed about the letter of permission from the school system and the voluntary nature of the study.

Several principals requested a personal interview with the researcher regarding the study, and other principals established a date when the researcher could give a presentation to the staff about the study to determine whether any teachers on the staff

were interested in participating. In one situation, the researcher arranged teacher participation in the study through the secretary who acted on behalf of the principal. In total 15 schools were used in the study and 30 teachers from these schools volunteered to become participants.

The teachers in the study were identified in one of two ways. They were identified by:

1. The principal in the school supplied the name(s) of specific teachers he knew to be mainstreaming SN children. These teachers were then contacted directly by the writer.
2. The principal both identified the teacher involved in mainstreaming and asked the teacher whether he/she would like to participate in the study.

To ensure that the children being mainstreamed had educational needs which met the criteria in the definition for SN children, the special education teacher who also worked with the child was contacted. He/she was asked whether the child met the required criteria for inclusion in the study. Finally, confirmation was validated by determining whether the schools were receiving special education funding for the child. Special funding was being received for all but two children in the study.

To provide greater clarity about the types of learning difficulties manifested by the SN children, information obtained from the cumulative record cards and the children's teachers is

presented in Table 3.1.

The Objectives of the Study

The objectives of the study were:

1. To obtain information about teachers' perceptions of the actual mainstreaming practices within their schools.
2. To investigate the major concerns of regular classroom (RC) teachers involved in mainstreaming.
3. To obtain opinions from the RC teachers about various factors designated in the literature as factors important for successful mainstreaming.
4. To obtain teachers' recommendations for implementing mainstreaming.

To achieve the research objectives four questions were asked of the data:

1. What do RC teachers who are involved in mainstreaming perceive to be the major concerns confronting RC teachers who are implementing mainstreaming programs?
2. Do RC teachers perceive their educational training to be adequate preparation for mainstreaming SN children?
3. What are the opinions of RC teachers concerning factors addressed in the literature as influencing, either

TABLE 3.1

LEARNING DIFFICULTIES MANIFESTED BY SN CHILDREN

Learning Difficulties	
1.	Academic functioning in one or more areas more than one and one half years below level expected for chronological age and the I.Q., e.g.: reading math written expression comprehension
2.	General or specific reading deficit or delay
3.	General or specific language deficit or delay
4.	Behavioral or emotional problems to the degree that they interfere with functioning
5.	Significant sequencing problems
6.	Significant lags in visual-memory and/or auditory memory
7.	Visual-spatial deficits
8.	Profound hearing loss and average to above average I.Q.
9.	Fine and gross motor problems greatly affecting ability to function
10.	Educable mentally handicapped, that is, borderline to mild intellectual deficit

positively or negatively, the success of mainstreaming programs?

4. What integral practices and support systems are perceived by the RC teachers to be essential for successful mainstreaming?

Instrumentation

A questionnaire and interview guide were considered the most appropriate instruments to obtain the data required for this study. Various sources from related research literature were used to develop the questionnaire and interview schedule, and a number of professionals and graduate students were consulted. The intent of both instruments was to provide information regarding actual mainstreaming practices. As well, the interview schedule included an opportunity for the teachers to make recommendations for improving the mainstreaming process.

In reviewing the research literature, no study was found that attempted both to gather information about actual mainstreaming practices, and to investigate teacher concerns and teacher views about many of the factors that may influence mainstreaming practices. Therefore, new instruments had to be devised.

The Questionnaire

A comprehensive questionnaire was designed to obtain three types of information. The questionnaire is presented in Appendix A. The three types of information sought in the questionnaire were:

1. Descriptive information about the teachers who were participating in the study (age, sex, educational background, and years of teaching experience).
2. Information relating to the mainstreamed children and the classroom placement:
   (a) Length of time each day the SN child was being mainstreamed, the school year during which he/she was mainstreamed, and if known, the type of handicapping condition;
   (b) class size and grade level.
3. Information relevant to mainstreaming procedures followed:
   (a) Placement decision:
      (i) whether the teacher was given an option to mainstream the SN child;
      (ii) persons involved in the mainstreaming decision.
   (b) Information pertaining to the type of preparation carried out for mainstreaming:

(i) development of individualized education plans (IEPs);

(ii) whether the SN child was given preparation for the regular classroom;

(iii) whether the RC children were prepared for the entry of the SN child.

(c) Information relating to the availability of support people:

(i) availability of support prior to the child being mainstreamed;

(ii) availability of support on a continual basis after the child was mainstreamed.

(d) Information relating to the availability of inservice:

(i) availability of inservice prior to mainstreaming;

(ii) availability of inservice after the SN child was mainstreamed.

The questionnaire was designed to be completed in a maximum of 15 minutes. Answers to Section One were recorded by placing a check mark next to the appropriate response. The question about the number of years of teaching experience required the teachers to specify the exact number of years. Section Two required that the teachers record their responses in written form,

usually in one or two words. The third section, seeking specific information on various factors, required the teachers to make a forced choice decision by checking either the yes or no response.

The Interview Schedule

The interview schedule is presented in Appendix B. Topics for the interview were selected by reviewing the research literature. The selection was comprehensive but not exhaustive. Factors suggested in the literature as having the potential to affect, in a positive or negative manner, the success of mainstreaming practices were included. Two types of questions were included in the interview: (1) Questions requiring specific and limited answers; (2) Open-ended questions, allowing teachers to be more spontaneous. Three examples of questions which required specific answers are: (1) Do you feel that your teacher education background has been adequate to prepare you for working with the SN children in your regular classroom? (2) In what ways was it inadequate in preparing you for working with mildly handicapped children? (3) Is it important to prepare mildly handicapped children for the mainstream? An example of an open-ended question is: I would like to discuss with you what you feel are the major concerns teachers have about the placement of mildly handicapped children in the regular classroom. Start with the concern you feel poses the greatest difficulty.

The interview questions were worded in a non-threatening manner to minimize any response effects, that is, the teachers could respond to most of the questions without direct referral to their actual situation. Additionally, the interview guide started with an open-ended question that resulted in a long introduction to the topic before the short, standardized questions were asked by the interviewer.

Procedure

Concurrently with identifying a group of teachers to participate in the study, the questionnaire and interview guide were developed. A pilot study was devised to assess the ability of the questionnaire and the interview guide to obtain the necessary data. Initially the instruments were tested with one teacher. Ambiguities in phrasing questions and problems with the instruments were noted and changes were made. The interview was taped and changes were made in the interview style where necessary.

Following the initial interview, the instruments were tested once more, this time with two additional teachers. This time the interviews were transcribed and analyzed for ways to improve some questions and the probes used by the interviewer. The participants were asked about the clarity of questions, whether any questions made them feel uneasy or appeared to be

threatening and whether the study demanded too much of their time. This feedback was incorporated into the final design of instruments and was used to improve interview techniques employed by the interviewer.

Data Collection

Following preparation of the final draft of the questionnaire and the interview schedule, and identification of the teachers who would participate in the study, the data collection began. The distribution of the questionnaires and the completion of the interviews took slightly more than three months to complete. Questionnaires were completed as a first step, then the interview was conducted. The last interview was completed in the beginning of July, 1988. Interviews were arranged at the convenience of the teachers. Twenty-eight of the interviews were conducted in schools during the lunch break, during spare periods and after school hours. Two of the interviews took place at the teacher's residence.

Procedures Followed During the Interview

Teachers who consented to be interviewed were very cooperative. Prior to the actual interview, the questionnaires were completed and collected and teachers were asked whether they had any questions pertaining to the questionnaire.

All the teachers were asked for their permission for their interview to be taped. Extensive notes were taken in the five

instances when teachers expressed a preference that the interview not be taped. The preamble to the interview was read to each teacher; the preamble stated the purpose of the study and emphasized the confidentiality of the interview.

The first four teachers were given a summary of the interview questions to ensure an understanding of the questions to follow. However, this was discontinued when it was observed consistently to be a distraction that resulted in confusion rather than clarity of the questions.

The interview schedule was followed closely when conducting the interviews. Standardized probes were included and followed to the greatest degree possible. Attempts were made to ask the questions verbatim to provide a high degree of standardization. In instances when the participant answered a subsequent question while answering the preceding question the interviewer always stated: "I think you have already answered this question but I will ask it again in case you may have something else to include in your answer."

Since one goal of the study was to address teacher's concerns in depth and their views of issues relating to mainstreaming, the interviewer allowed teachers to deviate from the specific question when it seemed of importance to their discussion. This was particularly evident in the questions dealing with teacher educational preparation. Some deviation from

the standardization of the interview guide was also necessary during the discussion of questions which requested teachers to indicate the people who should be involved in various aspects of mainstreaming. This was necessary for progress to continue smoothly throughout the interview, and to obtain the necessary data without duplication of answers and increases to the length of the interviews. All participants were thanked at the end of the interview and asked whether they had anything else to say before the interview ended.

Data Analysis

The data collected from both the questionnaire and the interview were analyzed by determining frequency of responses. Frequencies were converted to percentages. Detailed information relating to the data analysis of each instrument will now be presented.

Analysis of Questionnaire Responses

The teacher responses to the questionnaire were mostly forced choice answers of yes or no. If yes or no responses were not forthcoming, the teacher was asked during the interview (or called later by telephone) to obtain sufficient information that resulted in a yes or no response. This occurred predominantly in the section regarding availability of support people and inservice. Some of the teachers stated that they did not know

whether support or inservice were available to them because they did not inquire. These responses were all coded as no responses, since available implies that the teacher is told about these services and does not have to ask for them.

Similarly, some of the teachers indicated that they were not sure whether IEPs were devised for the children. These were considered to be no responses. Several of the teachers who stated that IEPs were devised for the special needs child or children in their class, noted that they asked the special educator before answering the question. Their responses were indicated as a yes response.

When coding teacher responses about preparation given to the SN children, several of the teachers indicated that they were unaware of any preparation received by the SN child. Responses of this type were considered to be a no response.

Some of the questions on the questionnaire required one word answers. These questions related to information which could easily be categorized such as grade level taught, class size and time spent in the regular classroom.

The last question required a written response. The question was: Do you have other concerns that were not addressed in the questionnaire? Seven of the thirty teachers answered this question. After careful consideration, the answers were included in the analysis of the interview data, since they were not in

anyway related to the questionnaire objective.

Prior to the interview, the interviewer reviewed the answers provided for the question. During the interview, several of the teachers elaborated on their comments, either indicating that the comment was a concern, or making a suggestion for improving mainstreaming. In these situations, the data were included in the appropriate research question and categorized accordingly. For example, one teacher noted the importance of maintaining communication with the parents of the SN child and continually assessing the success of the mainstreaming program with the special education teacher, the RC teacher, the child and the parents. When further discussion with the teacher occurred, it was established that this was one of the minimum requirements the teacher felt was necessary for successful mainstreaming.

Another teacher wrote: "I would like to have more communication about what is expected of me. I am not sure about the degree of responsibility I have for the academic progress of these students." In this particular instance, this same concern was addressed by the teacher during the interview. Therefore, the concern was not coded twice during the data analysis. However, in other instances where the teacher did not address the same concern during the interview, it was coded with the interview data. For example, one teacher wrote:

I sometimes wonder about the severely handicapped

> child in the average classroom. How much strength, time and extra work would this child need, and how much would this detract from the quality teaching that the RC children deserve.

Since this concern was not readdressed during the interview, it was included in the interview data analysis. This particular answer was included in an "other" category.

Several of the teachers wrote comments that did not follow from the interview questions. For example, one teacher wrote: "I am thrilled with the degree of sharing between the students. Mainstreaming really works." This type of answer was not included in the questionnaire or interview data analysis. However, the researcher attempted to include comments similar to the above in Chapter 5, where results are discussed and interpreted. Thus, teacher comments that are important to the general topic but not related directly to the objectives stated for the thesis, are addressed.

Analysis of Interview Responses

Upon completion of the interviews, the responses were transcribed. Although a professional typist was hired to transcribe the date on the tapes, the researcher reviewed each transcript while listening to the tape. This was done as a check for accuracy of typing. Any transcribing errors or typing errors were corrected at this time. In the five instances where the

interviews were not taped, the notes were immediately reviewed following the interview in order to insure accuracy of the note taking. A total of approximately 600 pages of research data were obtained.

Categorizing the Data

After the interview responses were checked for accuracy, the process of categorizing the data began. A content analysis technique was employed. Borg and Gall (1983) defined content analysis as a research technique for the objective, systematic and quantitative description of the content of communication. Content analysis can be used to gain insight into complex social and psychological variables. In the present study, the utilization of content analysis for categorizing teacher responses to interview questions was employed because it would be providing an objective, systematic and quantitative description of teacher responses to increase understanding of the concerns and views of RC teachers.

Initially each research objective was reviewed, along with questions that attempted to factually and accurately obtain the data relevant to the objective. The responses were grouped to form categories for classification of data. The following methodology was used for determining categories.

Two broad classifications were used to categorize the data:

I. Major concerns generated by teachers.

II. Reactions to mainstreaming concerns addressed in the literature.

Each broad classification was then divided into major subclasses by grouping the teachers' responses and labelling each group of responses.

The two board classifications were divided into the following categories of responses.

I. Major concerns generated by teachers:

1. Time constraints
2. Skill development
3. Need for support
4. Procedures for mainstreaming
5. Possible psychological effects
6. "Other"

II. Reactions to mainstreaming concerns addressed in the literature:

1. Adequacy of teacher preparation for mainstreaming
2. Class size
3. Number of children who can be mainstreamed per class
4. Amount of time in regular class
5. Acceptance of SN children
6. Preparation of SN children
7. Preparation of RC children

8. Teachers' choice about involvement in mainstreaming
9. People involved in decision making
10. Importance of IEPs
11. Support personnel
12. Inservice needs.

After the second step of the categorization procedure was completed the responses were reviewed again. In several cases, a third stage of categorizing was required. The responses were analyzed to determine the adequacy of the categorization schema. Adjustments were made when necessary. Finally, responses were reviewed once again, final decisions were made, the data were quantified and tabulated and percentages were computed. The revised categorization schema is presented in Table 3.2.

To determine the reliability of categorization, a second rater scored a sample of the responses. Twenty percent of the interviews were selected randomly, and categorized by the second rater. The percent of interrater agreement overall was 84.7%. The interrater reliability for Category I was 82.2% and for Category II was 86.4%. When the responses were categorized, quantified and tabulated, the results were interpreted. The objectives of the study and the research questions were addressed by considering the results of the analysis.

TABLE 3.2

CATEGORIZATION SCHEMA EMPLOYED FOR INTERPRETING OF INTERVIEW RESULTS

Categorization Schema
I. Major concerns generated by teachers:
1. Time constraints:
(a) to provide extra support required by SN child to complete classroom tasks
(b) to deal with special problems involved in mainstreaming SN child
(c) to provide support on regular basis to a large heterogeneous class
(d) to modify and plan programs for SN children
(e) to deal with serious behavior problems exhibited by SN child
(f) to provide the amount of attention required by RC children
(g) to control and discipline a large heterogeneous class
2. Skill development:
(a) to meet instructional needs
(b) to deal with extraordinary behavior problems
3. Need for support:
(a) from other professionals
(b) from parents

TABLE 3.2 (continued)

Categorization Schema

4. Procedures for mainstreaming:

   (a) readiness
   (b) follow-up
   (c) early intervention
   (d) communication among professionals

5. Possible psychological effects:

   (a) effects on teachers
   (b) effects on SN children
   (c) effects on RC children

6. "Other"

II. Reactions to mainstreaming concerns addressed in the literature.

1. Adequacy of teacher's preparation for mainstreaming:

   (a) general concerns
   (b) skill development

2. Class size:

   (a) criteria for determining class size
   (b) problems resulting from large class size.

3. Number of children who can be mainstreamed per class

TABLE 3.2 (continued)

Categorization Schema
4. Amount of time in regular class
5. Acceptance of SN children
6. Preparation of SN children
7. Preparation of RC children
8. Teachers' choice about involvement in mainstreaming
9. People involved in decision making
10. Importance of IEPs
11. Support personnel
12. Inservice needs

CHAPTER 4

RESULTS: ANALYSIS OF DATA

The purpose of this chapter is to present the data describing the concerns of the regular classroom (RC) teachers who are involved in mainstreaming, the professional opinions of these teachers about factors which may affect the success of mainstreaming programs, and to consider the recommendations made by the teachers to streamline the mainstreaming process. The data were derived from two sources: a questionnaire completed by the teachers and interviews with the teachers.

The data from the questionnaire are quantitative and provide descriptive information pertaining directly to the mainstreaming practices followed in the schools where the teachers are employed. The data include a description of teacher characteristics, that is, their professional training background, their teaching experience, and the grade levels they teach. The questionnaire results also provide a description of the special needs (SN) children and the classrooms in which they are mainstreamed, a description of the teacher's involvement, and the support available to the teachers. Finally, the results pertaining to the people who were involved in the decision to mainstream are presented.

The results from the interviews provide information regarding teachers' concerns about the present mainstreaming

practices and their professional opinions about specific factors considered relevant to the mainstreaming process. Teachers were also asked to give recommendations for change, and their recommendations are included.

RESULTS: QUESTIONNAIRE RESPONSES

The data obtained from the questionnaire are categorized under four major headings:

1. The description of the characteristics of the teachers who participated in the study.
2. The description of the SN children and the classrooms in which they are mainstreamed.
3. The degree of teacher involvement in planning for mainstreaming and the support available to the teachers.
4. People involved in the decision to mainstream the SN children.

Subheadings are included for each of the four main categories of results, when necessary for clarification. Each category of results is discussed separately. The data are recorded in independent categories, frequencies are counted, and percentages are provided.

Description of the Teachers

The descriptive information of the teachers in the sample

includes: (1) the male and female ratio of teachers and the age range (Table 4.1); (2) the teachers' professional preparation (Table 4.2); (3) teaching experience (Table 4.3); and (4) grade levels being taught during the year the data were collected (Table 4.4).

Teacher Characteristics

Of the 30 teachers who volunteered to participate in the study, all were teaching in the regular classroom during the school year that the study was conducted, that is, 1987-1988. One of the teachers was also employed part-time as the school counselor, and two of the teachers were involved in administrative duties as well as teaching.

As shown in Table 4.1, 70.0% of the teachers taking part in the study are female. In the total sample 3.3% are under 30 years of age, 86.7% are between the age of 30 and 49 years (inclusive), and 10.0% are older than 49 years.

Teachers' Professional Preparation

The data describing the teachers' professional preparation are presented in Table 4.2. Percents have been rounded off to the nearest tenth.

The highest Education degree obtained by 25 (83.34%) of the teachers was the Baccalaureate Education degree (B.Ed.). Of the remaining five teachers, one (3.3%) had (in addition to a

TABLE 4.1

DESCRIPTION OF SAMPLE: TEACHERS

Characteristic	Subgroup	Number of Teachers	Percent of Teachers
Sex	Female	21	70.0
	Male	9	30.0
Age	20 to 29	1	3.3
	30 to 39	14	46.7
	40 to 49	12	40.0
	50 to 59	2	6.7
	$\geq$ 60	1	3.3

TABLE 4.2

PROFESSIONAL TRAINING

					Specialized Field of Education			
	Elementary		Secondary		Special Education		Early Childhood	
Highest Education Degree Obtained	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Undergraduate Diploma	1	3.3	1	3.3				
B.Ed.	16	53.3	2	6.7	2	6.7	5	16.7
Graduate Diploma	1	3.3						
M.Ed.	2	6.7						
Total	20	66.7	3	10.0	2	6.7	5	16.7

B. Ed.) completed a Graduate Diploma in Education, and two had completed the Master of Education Degree (M.Ed.). That is, 28 teachers (93.3%) had obtained professional degrees in Education ranging from the B.Ed. to the M.Ed. degrees. Two teachers (6.7%) had not completed a B.Ed. degree, but did possess undergraduate teaching diplomas from a University Education Faculty.

The majority of teachers specialized in teaching at the elementary level. One-third had other areas of specialization. Five teachers (16.7%) had specialized in Early Childhood Education, two (6.7%) in Special Education and three (10.0%) in Secondary Education.

Years of Teaching Experience

Table 4.3 reports the years and type of teaching experience each teacher had acquired up to and including the year the study was conducted. All the teachers (N=30) had experience in a regular classroom. One teacher taught two years and four teachers had taught from one to five years. Twenty-six of the teachers (86.7%) had taught more than five years, with a range from six to 25 years. Ten teachers had also taught in Special Education programs. When special education and regular classroom experience were combined for these ten teachers, the range of teaching experience was four to 27 years. The average years of teaching experience for all teachers was 14.63 years. The standard deviation was 6.5.

TABLE 4.3

TEACHING EXPERIENCE

Type	Subgroup	Number of Teachers	Percent of Teachers	Range*
Regular Classroom	≤ 5 years	4	13.3	1 - 4
	> 5 years	26	86.7	6 - 25
Special Education Classroom	≤ 5 years	5	16.7	1 - 5
	> 5 years	5	16.7	6 - 12

* $\bar{x}$ = 14.63; S.D. = 6.5

Grade Level Taught

The distribution of teachers according to grade taught during the year the data were collected is reported in Table 4.4. The largest number of teachers (9), that is 30.0%, were teaching grade three. The second largest number of teachers were teaching in the category labelled "other", that is, six teachers were teaching split classes, (e.g., grades 3 and 4), and one teacher was the music teacher and counselor. SN children were mainstreamed in grade one to grade six.

Description of Special Needs Children and Mainstreamed Class

The descriptive information of the SN children and the classrooms in which they are mainstreamed includes: (1) the distribution of the SN children into each grade level and class enrollment (Table 4.5); (2) the time spent in the regular classroom by the SN children (Table 4.6); and (3) preparation of both the SN students and regular classroom (RC) students for mainstreaming (Table 4.7).

Mainstreamed Children and Class Enrollment Per Grade

The distribution of the SN children mainstreamed into the regular classrooms and the range and class size are reported in Table 4.5. Seventy-six children were included in the study. SN children were found in all elementary grades from grade one to

TABLE 4.4

GRADES REPRESENTED

Grade Placement	Number of Teachers	Percent of Teachers
1	4	13.3
2	2	6.7
3	9	30.0
4	5	16.7
5	1	3.3
6	2	6.7
Other	7	23.3

TABLE 4.5

DESCRIPTION OF SPECIAL NEEDS CHILDREN AND CLASS

Grade Placement	SN Children in Regular Class		Regular Classes Involved		Range of Regular Class Size
	Number	Percent	Number	Percent	
1	5	6.6	4	13.3	14-23
2	4	5.3	2	6.7	28-34
3	16	21.0	9	30.0	21-33
4	11	14.5	5	16.7	14-29
5	2	2.6	1	3.3	14
6	2	2.6	2	6.7	22-25
Other*	36	47.4	7	23.3	15-34

* Includes one music class and six split classes at the elementary level.

grade six. The largest number of children however, were mainstreamed in the category labelled "other", that is, of the 76 children mainstreamed 31.6% were integrated into a music class, and 15.8% attended split classes. The second largest number of SN children were integrated into grade three classrooms (21.0%). Grade four contains 14.5% of the mainstreamed children and grades five and six each included two (2.6%) SN children.

Five SN children were mainstreamed in four grade one classrooms. The enrollment in the grade one regular classrooms ranged from 14 students to 23 students at the time the questionnaire was completed. Two grade one teachers indicated that the number of children in their classes was reduced from the beginning of the school term to the time of the study by four and six students, respectively. Reasons were not stated for the reduction in class size.

Two grade two classes were involved in the study. Four SN children were enrolled in the grade two classes. The grade two classes had the largest class sizes in the study with the range between 28 and 34 students.

There were nine grade three classes involved in the study and five grade four classes. Sixteen and 11 SN children were enrolled in grades three and four, respectively. Both grades three and four had large variances between class sizes ranging from 21 to 33 students in the third grade and from 14 to 29

students in the fourth grade.

Only one grade five class was involved in the study. The class size was 14 students and two SN children were enrolled. Enrollment in the two grade six classrooms was very consistent, falling within the range of 22 to 25 students. One SN student was mainstreamed in each class. The 24 SN students mainstreamed in music instruction attended one of eight music programs, which were taught by one music teacher. The music class sizes ranged from 15 to 34 students per classroom. The enrollment of the six split classrooms was between 19 and 25 students per class.

Time Spent in the Regular Classroom

The length of time each day the SN children were mainstreamed is presented in Table 4.6. Forty-one children (53.9%) were mainstreamed from approximately one-half day to full day integration. Two children (2.6%) were mainstreamed from one-fourth to one-half of each day. Nine children (11.8%) were mainstreamed for approximately one hour per day, and 24 children (31.6%) were mainstreamed only for music instruction. In total, 76 SN children were mainstreamed in 30 RC placements.

Preparation of Children for Mainstreaming

Teachers were questioned about the preparation the SN children and the RC children received for mainstreaming. The results are reported in Table 4.7.

TABLE 4.6

TIME SPECIAL NEEDS CHILDREN SPENT IN THE REGULAR CLASS

Time Per Day	Number of SN Children	Percent of SN Children
≥ Three-fourths	21	27.6
One-half to three-fourths	20	26.3
One-fourth to one-half	2	2.6
≤ One hour	9	11.8
Other*	24	31.6

* Twenty-four SN children were mainstreamed in the music class for less than one hour per day.

TABLE 4.7

PREPARATION OF CHILDREN FOR MAINSTREAMING

Children		Number of SN Children*	Percent of SN Children
SN Children			
IEP designed for child by team	YES	17	32.7
	NO	35	67.3
Preparation given to child prior to mainstreaming	YES	32	61.5
	NO	20	38.5
Child has minimal academic requirements	YES	39	75.0
	NO	13	25.0
Child has minimal behavioral competencies	YES	45	86.5
	NO	7	13.5
Child has minimal social competencies	YES	43	82.7
	NO	9	17.3
RC Children			
RC children received preparation for mainstreaming of child	YES	27	51.9
	NO	25	48.1

* Refers to the 52 SN children mainstreamed for at least part of each school day.

Individual Education Plans

First, the teachers were asked whether individualized educational plans (IEPs) had been developed for the SN children placed in their classrooms. Of the 52 children in the regular class for at least part of each day, that is, excluding children integrated only for music instruction, IEPs were developed by interdisciplinary teams for only 17 of these children (32.7%). Only three teachers gave input to the interdisciplinary team, and five SN children were involved. Unfortunately, the composition of the interdisciplinary teams is not known in most cases. Three of the teachers noted that IEPs were available for the seven SN children in their classrooms, but were written by the special educator in the school rather than by a team. Since the questionnaire did not specifically ask this question, it is not known whether special educators had devised IEPs for any of the other 52 SN children. Unfortunately, even when IEPs were available, in the majority of classes the mainstreaming teacher was not involved in developing the IEP and in some cases, was not even aware of the recommendations and goals stated in the IEP.

Preparation of Special Needs Children

The teachers were then asked whether the SN children were prepared for the regular classroom, that is, were given instruction in procedures to familiarize the children with

classroom routines, rules and demands. As shown in Table 4.7, 61.5% of the SN children had received some preparation, while 38.5% had not received any preparation. In the majority of cases, no explanation was given for not preparing these students. However, several of the teachers noted that preparation was not necessary for the SN child because the child's physical, social and academic needs were not visibly different from the rest of the RC children. Another reason why preparation was not thought to be necessary was because the SN child was part of the class from the beginning of the school year and in some cases attended the classroom in the previous school year. Two teachers noted that they were not informed about whether the three SN children in their classes had received any prior preparation. These responses were calculated into the no category.

Next, the teachers were asked whether their mainstreamed children possessed minimal academic, behavioral and social competencies to cope with regular classroom objectives. Based on teachers' judgments, 86.5% of the students possessed adequate behavioral competencies to be integrated in the classroom, and 82.7% possessed adequate social competencies, to cope in the regular classroom. Seventy-five percent of the children were functioning academically at a grade level considered by the teacher to be appropriate for the placement in the class.

Preparation of Regular Class Children

The teachers were asked whether their RC children had been given preparation to understand and relate to the SN children. Teachers responded that for slightly more than half of the SN children (51.9%), the RC children had received some form of preparation. The teachers were not requested to indicate why the remaining RC children were not given preparation. However, some of the teachers reported that because of the mild disability or because the child spent all day in the regular class, such preparation was not necessary or applicable.

Teacher Involvement in Mainstreaming Decision and Support Services Available

The teachers were asked to specify whether they had input into planning for mainstreaming and whether they were informed about the availability of support personnel. They were also asked whether inservice training was provided to assist them to mainstream the SN children.

Planning for Mainstreaming

First, teachers were asked whether they were given a choice about accepting a child for mainstreaming. As reported in Table 4.8, 73.3% were not given an option about accepting the child, however 26.7% were asked for their consent.

The teachers were then asked if they had provided input

into the decision to mainstream. Whereas 46.7% of the teachers stated that they had some input into the decision to mainstream, 53.3% of the teachers stated that they were not involved in the decision to mainstream. Consequently, the SN child was simply placed in the regular classroom and the decision for placement usually was made by the principal.

The third question asked whether the teachers formed part of the team which devised IEPs for the SN children placed in their classroom. These data are reported in Table 4.8. Three teachers reported direct involvement in planning the IEP for the five SN children placed in their classrooms. The remaining teachers had no involvement with the writing of an IEP by a team.

Availability of Support Personnel

The teachers were asked whether support was available to them prior to mainstreaming and during the mainstreaming process. First, they were questioned about the availability of support personnel. Support personnel were defined as individuals who are available to give the mainstreaming teacher encouragement, advice and assistance when requested both prior to and during the mainstreaming. These results are reported in Table 4.9. Forty percent of the teachers said that support personnel were available to assist them prior to mainstreaming, but 60.0% had no support available. After mainstreaming was initiated, 56.7% received support, but 43.3% indicated that no support was available.

TABLE 4.8

INVOLVEMENT IN PLANNING

Teacher Involvement		Number of Teachers	Percent of Teachers
Given a choice	YES	8	26.7
	NO	22	73.3
Involved in decision to mainstream	YES	14	46.7
	NO	16	53.3
Involved in planning IEPs	YES	3	10.0
	NO	27	90.0

TABLE 4.9

AVAILABILITY OF SUPPORT TO TEACHERS

Type of Support		Prior to Mainstreaming		Since Mainstreaming	
		Number of Teachers	Percent of Teachers	Number of Teachers	Percent of Teachers
Through support personnel	YES	12	40.0	17	56.7
	NO	18	60.0	13	43.3
Through inservice training	YES	3	10.0	5	16.7
	NO	27	90.0	25	83.3

Availability of Inservice

The literature indicates the importance of providing inservice to assist teachers to mainstream SN children. Inservice typically includes knowledge about handicapping conditions, individualizing instruction, behavioral management and other skills necessary for integrating SN children into the regular classroom.

When teachers were asked whether inservice was provided prior to actual mainstreaming, 10.0% said yes, but 90.0% said they were not aware of any inservices specific to assisting with mainstreaming. After mainstreaming was initiated, 16.7% said that inservice was provided, while 83.3% said they were not offered inservice specific to the mainstreaming situation.

Persons Involved in the Mainstreaming Decision

The teachers were asked to indicate the people who were involved in the decision to mainstream each of the SN children into the regular classroom. Table 4.10 reports the teachers' responses to this question. The people involved in the mainstreaming decision were the principal, the special educator, the school counselor, the regular class teacher, the child's parents and others (e.g., behavioral consultants, SN child, medical doctors, reading specialists and the Bureau team, that is, a group of specialists who work together to assess SN children and

TABLE 4.10

PERSONS INVOLVED IN THE DECISION TO MAINSTREAM

Category		Number of Children	Percent of Children
Principal	YES	46	88.5
	NO	6	11.5
Special Educators	YES	29	55.8
	NO	23	44.2
Regular Teacher	YES	25	48.1
	NO	27	51.9
Parents (Mother and/or Father)	YES	16	30.8
	NO	36	69.2
Counselor	YES	13	25.0
	NO	39	75.0
Others	YES	9	17.3
	NO	43	82.7

* N is based on children (52) mainstreamed for a portion of each day.

make recommendations for teachers based on their assessments). As indicated earlier, the school principal was involved in the majority of the cases (88.5%) and in some cases was the only professional involved. Other professionals involved significantly in the decision making prior to placement in the regular classroom were special educators, that is, the special education teacher or resource room teacher (55.8%) and RC teachers (48.1%). Parents and counselors were involved less frequently (30.0% and 25.0%, respectively). One teacher stated that she was not aware of who was involved in the decision to mainstream the SN child, while several teachers stated that it was just assumed that these children should attend regular classrooms for at least part of the school day.

Summary

The questionnaire results indicate that the teachers involved in the study are predominantly female (70.0%). The range of teaching experience varies between four years and 27 years, revealing that the teachers participating in the study are all experienced teachers. Almost 67 percent (66.7%) of the teachers have Elementary training, 10.0% have Secondary training, 6.7% have Special Education training, and 16.7% have Early Childhood Education training.

All elementary grades from one through six are represented

in the study, however nine of the teachers (30.0%) are teaching grade three. The total number of SN children mainstreamed into the regular classroom is 76. Twenty-four of these children attended only a music class for two periods per week. The majority of the remaining SN children attended regular classroom for at least half a day, although nine children (11.8%) attended the regular classroom for one hour or less each day.

Teams were involved in planning IEPs for 32.7% of the children who attended the regular classroom for a portion of each day. More than half of the SN children (61.5%) and the RC children (51.9%) received preparation for mainstreaming. At least 75.0% of the SN children possessed minimal academic, behavioral and social standards considered by the teachers to be necessary for adjustment in the regular classroom placement.

While 47.0% of the teachers were involved in the decision to mainstream the SN children in their classroom, only 26.7% of the teachers had a choice about whether to actually become involved in the mainstreaming process. Only three teachers (10.0%) participated in the development of IEPs for the SN children in their classrooms.

Forty percent of the teachers stated that support people were available to them prior to mainstreaming, and 56.7% said that support people were available to them after mainstreaming was implemented. Inservice was available to very few teachers. Only

10.0% of the teachers had inservice available to them prior to mainstreaming and 16.7% after the child was placed.

Teachers reported that the decision to mainstream was usually made by the principal (88.5%). Parents were involved in almost 31.0% of the placement decisions, while RC teachers were involved in 48.1% of the placement decisions. These percentages were calculated on the 52 children who were mainstreamed for part of each day.

RESULTS: INTERVIEW RESPONSES

The data from the interviews provide information about the concerns of RC teachers who are actually mainstreaming. By examining difficulties with the process, we may be able to increase the chances for success of current and future mainstreaming practices, thereby improving the chances of success for SN children.

The interview results address the following questions:

1. What do RC teachers who are involved in mainstreaming, perceive to be the major concerns confronting RC teachers who are implementing mainstreaming programs?
2. Do RC teachers perceive their educational training to be adequate preparation for mainstreaming mildly handicapped children, referred to in this thesis as SN children?
3. What are the opinions of RC teachers concerning factors

addressed in the literature as having the potential to affect, either positively of negatively, mainstreaming programs?

4. What integral practices and support systems are perceived by the RC teachers to be essential for successful mainstreaming?

The results were categorized by completing a content analysis of the interview data. The categories were generated by the interview questions and the teachers' responses. Reliability of categorization of teacher responses was determined by randomly selecting 20.0% of the transcribed interviews and having them categorized by a second rater. The percent of rater agreement overall was 84.7%. Quotations and paraphrasing also assist in preserving the depth and uniqueness of individual responses.

The results addressed in each of the four research questions are presented under three major headings:

1. Major concerns generated by the teachers addresses question number one.
2. Teacher opinions about factors affecting the success of mainstreaming address question number two and question number three, respectively.
3. Minimal requirements considered necessary for mainstreaming address question number four.

Major Concerns Generated by Teachers

The major concerns that were identified by the 30 teachers were classified into six categories: (1) time constraints; (2) need for skill development; (3) need for support personnel; (4) procedures for mainstreaming; (5) possible psychological effects and; (6) an "other" category including miscellaneous concerns. Within each of the categories results are prioritized from the concern most frequently stated to the concern least frequently stated.

Time Constraints

Concerns involving some aspect of time constraints were cited by a majority of the teachers interviewed (83.3%). Seven areas of concern were identified. These results are presented in Table 4.11.

The concern cited most often centered on the extra time that is frequently required to provide individualized instruction to assist SN children. This concern was indicated by 40.0% of the teachers. The concern was expressed in one of two ways: (1) trying to find the time to help the child individually, or (2) lack of time to give the child the individual attention that is required. A few examples of individual comments are: "finding the time to help SN children understand the task requirements"; "lack of time to help SN children complete the classroom assignments"

TABLE 4.11

RC TEACHERS' CONCERNS INVOLVING TIME CONSTRAINTS EXPERIENCED

Concern		Number of Teachers	Percent of Teachers
To provide extra support required by SN child to complete class tasks	YES	12	40.0
	NO	18	60.0
To deal with special problems involved in mainstreaming SN children	YES	10	33.3
	NO	20	66.7
To provide support on a regular basis to a large heterogeneous class	YES	10	33.3
	NO	20	66.7
To modify and plan programs for SN children	YES	9	30.0
	NO	21	70.0
To deal with serious behaviour problems that SN children exhibit regularly or intermittently	YES	9	30.0
	NO	21	70.0
To provide the amount of attention required by the RC children	YES	8	26.7
	NO	22	73.3
To control and discipline a large heterogeneous class	YES	5	16.7
	NO	25	83.3

and; "lack of time to provide the attention required because of academic difficulties encountered by the child."

One-third of the teachers (33.3%) expressed concern about providing sufficient time to deal with some of the special problems that arise because of mainstreaming. Most of the concerns were about problems that directly affected the SN child, for example, being able to provide adequate time to deal with the social-emotional needs of the SN child, to increase the self-esteem of the SN child, and to develop the confidence of the SN child.

Other time constraint concerns that were mentioned with the same frequency were: trying to ensure that enough time was available to deal with the negative attitudes that some SN children have towards completing class assignments, and time to deal with the frustrations regularly experienced by many SN children. One teacher stated a concern that did not directly involve the SN child during class time. The concern focused on the time that was needed to develop the different marking systems often required for the SN children and for the meetings that are arranged with the parents of the SN children.

The difficulty presented by time constraints in providing academic support to a large heterogenous group was also cited by approximately 33.0% of the teachers. One teacher indicated that a change in teaching style was necessary whenever class size

increased. As the teacher said:

> The larger your group is the more formal (i.e., structured) you have to deal with them just to keep things in line. If I get too big a class, I have to basically have rules and teach by the book, . . . But I think it is really good for them to be in the RC because the small groups are not the normal education setting.

A fourth concern expressed by 30.0% of the teachers, centered on the time needed to modify and plan programs for the SN children. Adapting programs to the needs of the children, planning a program and finding the time to scale down the existing classroom program so the child could do the work, are examples cited by the teachers. One teacher stated that it was essential that the program be adapted to the needs of the SN child in her class. It was noted that otherwise the child acted out in frustration. However, the teacher further stated that mainstreaming was easy: "Actually, I did not realize I was mainstreaming until you had brought the questionnaire." Another teacher suggested that modifying programs required great amounts of time: "It's very time consuming--hours and hours of work. You have to modify everything, give oral tests . . ." Other comments were related to the time required to create a program that would give the child success, while not isolating them from the regular

class, and adapting the environment to the needs of the child. One of these teachers stated that the time required to set up individual reading and language programs would certainly be a concern. However, this was not required for the SN child in her class this year.

Time that may be required to deal with disruptive behavior of the SN children was another concern cited by 30.0% of the teachers. This concern was usually stated in relation to disruptive behavior and its effect on the learning of the RC children. As said by one teacher: "When a child has a poor attitude, non cooperative behavior, or amuses self in a manner that distracts the other children regularly, this leaves less quality time for the teacher to spend with the other children."

Approximately 27.0% of the teachers expressed concern about being able to provide the amount of attention or quality time that was considered fair and/or necessary for the learning needs of the RC children. One teacher indicated this to be a severe problem for her this year. As stated by the teacher: "If the RC children run into difficulty they either sink or swim."

Five teachers (16.7%) discussed the time that was needed to keep control and discipline a large heterogenous classroom. This often presented serious problems when trying to provide individualized assistance to children.

Need for Skill Development

The need for skill development was cited as a major concern by almost 17.0% of the teachers. Table 4.12 shows the two areas of concern mentioned by the teachers: the need for skills to meet the instructional needs of SN children and the need for skills to deal with behavior problems.

Ten percent of the teachers indicated that they did not feel adequately prepared in ways to best meet the academic needs of these children. As one teacher said: "We are taught how to identify the problem but not how to help the problem. We have to ask the special education teachers for help." Inadequate training to deal with behavior problems was cited as a concern by approximately 13.0% of the teachers. One teacher did not specify whether she was referring to SN children or RC children. She indicated that many teachers become involved in power struggles with children rather than using strategies that are known to be successful.

The other three teachers stated that, in general, most teachers were not trained to deal with behaviors that could not be corrected by normal routines used to check behavioral problems. Therefore, these teachers indicated that likely most RC teachers did not have the skills necessary to deal with moderate to severe behavior problems. Some examples of behaviors that created difficulties in their classes on a regular basis were given by the

TABLE 4.12

NEED FOR SKILL DEVELOPMENT

Type of Skill Required		Number of Teachers	Percent of Teachers
Skills to meet instructional needs of the SN children	YES	3	10
	NO	27	90
Skills to deal with extra-ordinary behavior problems	YES	4	13.3
	NO	26	86.7

teachers: tantrum behavior, blow-ups, hitting, yelling and screaming.

Need for Support People

Ten teachers (33.3%) indicated that some form of support was essential for teachers to mainstream SN children successfully. Table 4.13 shows the breakdown of the type of required support cited by the ten teachers.

Seven of the ten teachers indicated that classroom aides were a necessity. One teacher stated, "Teachers can (provide individualized instruction) with help. Aide time is needed to help the SN child, with a strong focus on reading." Of noteworthy importance, six of the seven teachers who indicated the lack of an aide to be a major concern either had access to an aide the year of the study or in previous years. One teacher commented: "I could not do it (mainstream) without the aide. I love my aide. It would be a big concern if I didn't have her."

The lack of counselors in schools to assist with the social-emotional needs of SN children was a concern voiced by 13.3% of the teachers. This concern was usually cited in relation to time constraints faced by the teachers. One teacher indicated that counselors were better trained to handle that type of problem than teachers, and have more time to do so.

TABLE 4.13

NEED FOR SUPPORT

Type of Support		Number of Teachers	Percent of Teachers
Aides to work with the children	YES	7	23.3
	NO	23	76.6
Counselors	YES	4	13.3
	NO	26	86.7
Other	YES	4	13.3
	NO	26	86.7

The "other" category of support included references to a lack of support from other professionals and from parents. Slightly more than 13.0% of the teachers indicated concern about lack of assistance from other professionals and from parents. For example, one teacher noted difficulty establishing contact with other schools when children were transferred. Difficulties in getting parents to help, whether at school or at home was mentioned by one teacher. Another teacher stated that the special educator in the school was too busy in her own classroom to be of assistance. She stated: "The special education teacher is just not available. She has her hands full in her own class."

However, another teacher in the same school found the same special education teacher to be of great assistance. This teacher made continual reference to their close teaching relationship as being a major reason for the successful program in her class.

Procedures for Mainstreaming

Approximately 47.0% of the teachers indicated that various practices associated with mainstreaming were areas of concern. The concerns were separated into the four categories and are presented in Table 4.14. The four classifications are: (1) insufficient readiness for placement;(2) lack of follow-up; (3) early intervention; (4) insufficient communication between professionals.

TABLE 4.14

CONCERNS ABOUT NEGATIVE PROCEDURES USED IN MAINSTREAMING

Procedure		Number of Teachers	Percent of Teachers
Placement in the Regular Classroom when the SN child is not ready	YES	9	30.0
	NO	21	70.0
Lack of proper follow-up	YES	5	16.7
	NO	25	83.3
Lack of early intervention	YES	3	10.0
	NO	27	90.0
Insufficient communication	YES	3	10.0
	NO	27	90.0

Insufficient Readiness

One of the most serious concerns voiced centered on the practice of mainstreaming children who were simply not ready for the regular classroom demands. This concern was mentioned by 30.0% of the teachers. One of the teachers referred to the regular classroom being used as a "dumping ground" without much consideration given to the appropriateness of the placement. Two other teachers mentioned that some SN children need one-to-one contact to succeed. Two teachers stated that when the children were not at an academic level that allowed them to complete the same assignments as the RC children, placement was not appropriate. One of these two teachers stated that when SN children were put in such placements, schools were "wasting their time," that is, the child's time. The other teacher stated, "you end up making do and doing the best you can, but not the best it could be".

Two teachers stated that when a child had an attitude such that they refused to learn or when their confidence was very low, mainstreaming should not occur. Three teachers stated that mainstreaming children whose behaviour was disruptive and was detrimental to the rest of the class should not occur. As one teacher said: "I do not think it, (i.e., placement) should be done to the detriment to the rest of the class." Another teacher stated: "The behavior has to be such that the disruption to the

regular class is as minimal as possible, because as a regular teacher you have to be concerned with the welfare of the children in your class on a regular basis."

Throughout the study teachers alluded to the lack of funds available as one reason for inappropriate placements and inadequate support services. However, only one person stated that lack of funds was resulting in placement decisions that were not always in the best interest of the SN child.

Follow-up

The lack of follow-up was another area of concern relevant to the negative practices associated with mainstreaming. This concern was mentioned by 16.7% of the teachers. One teacher stated that she had seen situations where the SN child was not coping very well and was only removed from the regular class when his behavior was totally out of control. Another teacher stated that assessment of the mainstreaming program was essential. It was stressed that the assessment should involve the child, the teachers, and the parents in order to get a total picture of the success or failure of the mainstreaming process.

Early Intervention

The lack of early intervention to meet the needs of SN children was cited by 10.0% of the teachers. One teacher stressed that often children had to at least be in grade four before any special help was offered to them stating that this was simply too

late. All these teachers suggested that intervention to assist children experiencing learning difficulties should be provided as soon as problems are observed by the teacher.

Communication

Insufficient communication, particularly prior to the actual mainstreaming, was cited as a concern by 10.0% of the teachers. Specific reasons given by the teachers were: unclear expectations for the SN children; roles and responsibilities of aides not being outlined; insufficient background information to assist the teacher in meeting the needs of the child. One teacher indicated that teachers in the school are told that, "Jane, will be coming into the regular classroom in the fall and then no further discussion takes place."

Possible Psychological Effects

A number of teachers expressed concerns that mainstreaming might have detrimental psychological effects. The psychological effects were always discussed in reference to themselves (i.e., the teachers), the SN children and the RC children.

Effects On The Teachers

Slightly more than 50.0% of the teachers interviewed made personal reference to negative psychological effects they experienced because of mainstreaming. They cited three categories of concerns. The results are presented in Table 4.15.

TABLE 4.15

PSYCHOLOGICAL EFFECTS EXPERIENCED BY THE RC TEACHERS

Type of Effect		Number of Teachers	Percent of Teachers
Effects on the Teacher: Guilt, worry, frustration	YES	11	36.7
	NO	19	63.3
Feelings of inadequacy and self-doubt	YES	7	23.3
	NO	23	76.7
Resentment	YES	4	13.3
	NO	26	86.7

Eleven teachers (36.7%) made direct reference to feelings of guilt, worry, frustration and stress that they have experienced when trying to meet the needs of the SN child in the regular classroom. Some of the comments made by the teachers were in regard to dealing with negative attitudes of the children. Two examples of such references are:

> It takes strength to get them to be productive when they do not want to work.
>
> It is stressful and energy draining when they come in thinking they do not have to work.

Dealing with behavioral problems was also cited as a source of stress for some teachers. Examples of comments are:

> It's very stressful dealing with continual behavioral problems.
>
> It's tiring and wearing to deal with regular disruptive behaviors.

Another area of concern cited by the teachers was the feeling that there was not sufficient time to meet the needs of the children. For example, two comments made by the teachers were:

> I worry a lot. It is very time-consuming. There is not enough time for the RC children, but you can not ignore the SN children. It's a big worry.
>
> It is an extremely demanding class and very hard

to get to everyone's needs. Yet, I know it is not my fault.

I feel guilty, but you know I just can't do it all.

Other comments made by the teachers were:

I worry about the quiet ones, who just don't get their fair share of help. They often lose out.

I have to slow down for the SN children and it is very frustrating because I'm responsible for the RC children through the curriculum.

Watching the SN children being frustrated and knowing they won't achieve can be stressful.

Feelings of inadequacy and self-doubt were mentioned by 23.3% of the teacher, for example,

And I am not sure about what they are saying. And even though I try to teach the work on a very practical basis and give them successes . . .

Initially I was very concerned about whether I could handle mainstreaming, but it is not a concern that I have now.

But that's all I could do, I had a class of over 30. I couldn't do anything else.

They (teachers) don't feel competent and feel they don't really understand the needs of the SN child.

> We end up with them sort of making do, not the best it could be.

Feelings of resentment were expressed by 13.3% of the teachers. One of the teachers indicated that some RC teachers felt mainstreaming was an extra load. As the teacher said:

> It is an extra load to deal with and the special educator only has 12 children anyway, why is she sending me more.

Several of these teachers also stated that resentment felt by some teachers could have negative effects on the mainstreaming program. Examples of comments are:

> The teacher would not allocate the time and energy that is necessary to satisfactorily meet the needs of the SN child.
>
> The teacher may "build fences" between the SN child and herself because of resentment felt toward the child being placed in her classroom which could result in an unsatisfactory mainstreaming setting.

Effects on the SN Children

A total of 26.7% of the teachers stated that they were very concerned about the stress that was created for the SN child in the regular classroom. Results are reported in Table 4.16. The types of situations that the teachers perceived to be

TABLE 4.16

POSSIBLE PSYCHOLOGICAL EFFECTS EXPERIENCED BY THE CHILDREN

Type of Effect		Number of Teachers	Percent of Teachers
SN Children			
Stress or frustration involved in learning to cope with learning problems when in the RC	YES	8	26.7
	NO	22	73.3
RC Children			
Stress or frustration resulting from disruptions in learning	YES	3	10.0
	NO	27	90.0
Feelings of resentment toward the special needs children	YES	3	10.0
	NO	27	90.0

stressful for the SN children varied. The stress involved in being a visitor to the regular class was mentioned, as were learning to cope within a new setting, the feelings of self-doubt and low self-esteem that some SN children experience and stress involved in being teased about lack of abilities, or being labelled by classmates. The most frequently mentioned stressor for the SN child was the frustration they experience when they cannot keep up with the RC children. In these situations their limitations are emphasized. As one teacher said:

> I find they are frustrated. They know very well that the other children are doing other things and they are not doing them. They don't always understand why they are not doing them, they don't understand capabilities. They just know that these kids are doing them and they're not. When directions are given and the other children scamper off to get it right away, its frustrating for them--you can see the look on their faces, "I just don't get it."

Effects on the RC Children

Three of the teachers (10.0%) indicated that stress and frustration were sometimes experienced by the RC children. Three teachers expressed concern about the disruptions for the RC

children that resulted from behavioral problems. They stated that this could be stressful and frustrating for some of the RC children.

Indicators of resentment by the RC children were cited by three teachers. They include: resentment because of different reward systems for the SN children; jealousy because of the extra time that the teacher was spending with the SN children; resentment because the SN children slowed down their (RC children) rate of learning.

"Other" Category

A number of concerns cited cannot be easily classified. They are included in the category labelled "other".

Three teachers expressed concerns about dealing with more visible handicaps, for example, the severely handicapped and the physically disabled. The changes in the environment and the other demands made on the RC teacher by the physically disabled were mentioned. Another teacher mentioned that dealing with the emotionally disturbed is a major concern. As the teacher said: "I have gone through that too. One child can wreck your whole room. So for most SN children, you can get along and teach the others but not when you have one who is so disturbed he is disturbing the rest of the class."

One teacher indicated that she did not have a concern, but she had experienced some inconveniences. One of the inconveniences centered on the SN children coming and leaving the class at inopportune times. The other inconvenience cited by the teacher was not having the physical space to accommodate the number of children in her class plus the SN children.

Summary

The major areas of concerns addressed by the teachers are time constraints involved in meeting the needs of both the RC children and SN children in their classrooms. The need for skill development and support personnel is also addressed by the teachers, although to a much lesser extent. The need for aides to assist with the children is the support most frequently mentioned. The teachers also expressed concern about various practices followed in mainstreaming, for example, inappropriate placement. The teachers cited concern about possible psychological effects that RC teachers, SN children, and RC children may feel because of mainstreaming. Finally, several teachers expressed concern about dealing with more visible and severe handicaps and one teacher commented on the inconveniences teachers experience when mainstreaming.

Teacher Reactions to Mainstreaming Concerns Addressed in the Literature

This section addresses research questions number two and three. The results were obtained from direct questions asked during the interview. The teachers were asked to give their opinions about various factors which the literature on mainstreaming suggests are important in increasing the success of the mainstreaming process. The results are categorized as follows:

1. Adequacy of teachers' preservice education for mainstreaming;
2. Criteria for determining class size;
3. Number of children who can be mainstreamed per class;
4. Amount of time in regular class;
5. Acceptance of SN children;
6. Preparation of SN children;
7. Preparation of RC children;
8. Teacher choice about involvement in mainstreaming;
9. People involved in decision making;
10. Importance of IEPs;
11. Support people; and
12. Inservice.

Adequacy of Preservice Education for Mainstreaming

The data pertaining to teacher perceptions about the adequacy of their preservice training is derived from two sources: (1) the teachers were asked whether their preservice training was adequate preparation for working with the SN children in the regular classroom; (2) the teachers were asked specifically whether during their training they had received: (a) information about handicapping conditions, (b) skill training in behavioral management, (c) skills in promoting interaction between the handicapped and nonhandicapped, (d) knowledge of specialized materials, and (e) skills to ensure adequate communication of their needs within the school environment.

Adequacy of Preservice Education: General Concerns

Results relative to adequacy of preservice training are presented in Table 4.17. When the teachers were asked whether their teacher education was adequate to prepare them to work with SN children in the regular classroom, 26.7% stated that their preparation was adequate. However, almost 67.0% of the teachers stated that the training received did not help prepare them for mainstreaming. Two remaining teachers were undecided about the adequacy of their training.

Table 4.17 also reports the areas where teachers perceived their training was adequate or inadequate in assisting them to mainstream SN children. Eight teachers consider their preservice

TABLE 4.17

ADEQUACY/INADEQUACY OF PRESERVICE TRAINING

Factors Related to Adequacy/Inadequacy	Number of Teachers	Percent of Teachers
Preservice Education		
(a) Adequate	8	26.7
(b) Not adequate	20	66.7
(c) Undecided	2	6.7
Positive Factors		
Exposure to SN children through student teaching	4	13.3
Practical course work	2	6.7
No elaboration	2	6.7
Negative Factors		
No experiences working with SN children	10	33.3
Lack of awareness of SN children in the schools	4	13.3

TABLE 4.17 (continued)

Factors Related to Adequacy/Inadequacy	Number of Teachers	Percent of Teachers
Lack of information about specific disabilities	8	26.7
Meeting needs within the limitation of a regular classroom	8	26.7
Lack of information about learning styles	3	10.0
Lack of information on discipline	3	10.0
Other	9	30.0

training adequate. Four of the teachers attributed adequate preparation to student teaching experiences with SN children, or to course work which required field placement in special education settings. One teacher with 25 years teaching experience stated: Yes, student teaching. I had experiences in three different classes and all the classes had a few children with learning difficulties . . . [The orientation was very good, otherwise] I wouldn't have known how to handle them, or felt . . . guilt pangs about not being able to do what I wanted for them.

Course work in the areas of reading, behavior management and an introductory course for exceptional children were cited by two teachers as providing adequate preparation. One of the teachers stated that the course provided her with skills and information that allowed her to do more than yell for "help" when behavior problems occurred. A variety of practical ideas and a good basic knowledge of the variety of handicapping conditions were also described as being useful by these teachers.

Twenty teachers stated their preservice education provided inadequate preparation for mainstreaming. One-third of the teachers criticized their preservice program because they did not receive any special education training. Approximately 13.0% of the teachers stated that preservice programs did not provide them with even a general awareness that SN children would be present in the school system. One teacher stated, "I didn't know they

existed."

Other more specific areas where they felt their preservice training was inadequate were: lack of specific information provided about disabilities (26.7%); meeting the needs of SN children in the regular classroom and constraints they would face because of class size, lack of time, and scheduling difficulties (26.7%); lack of information about learning styles (10.0%); and information and skills to assist in maintaining discipline in the classroom (10.0%). The "other" category includes various types of concerns. They included concern about the lack of any information pertaining to mainstreaming; concern about ability to interpret test data; lack of knowledge about cooperative learning and motivation; and a lack of preparation for the writing of IEPs.

Preservice Education: Skill Development

In question two, teachers were asked whether their training provided them with information and skills in five specialized areas: knowledge of handicapping conditions; behavior management skills; communication skills; ability to promote integration, and knowledge of specialized materials. They were also asked whether they considered information and skills in the five areas to be important for mainstreaming teachers. Table 4.18 reports the teachers' yes and no responses. The "other" category includes ambiguous responses.

Although the majority of teachers felt that information

TABLE 4.18

TEACHER PERCEPTIONS OF PRESERVICE TRAINING RECEIVED IN SPECIFIC AREAS

Specific Areas of Skill Development		Training Received		Important Skill for Mainstreaming	
		Number	Percent	Number	Percent
Knowledge of handicapping conditions	YES	7	23.3	27	90.0
	NO	20	66.7	1	3.3
	OTHER	3	10.0	2	6.7
Behavioral Management	YES	10	33.3	29	96.7
	NO	18	60.0	1	3.3
	OTHER	2	6.7	-	-
Communication skills	YES	11	36.7	26	86.7
	NO	15	50.0	-	-
	OTHER	4	13.3	4	13.3
Ability to promote interaction	YES	2	6.7	24	80.0
	NO	27	90.0	1	3.3
	OTHER	1	3.3	5	16.7
Knowledge of specialized materials	YES	7	23.3	27	90.0
	NO	22	73.3	-	-
	OTHER	1	3.3	3	10.0

and skill development in one or more of the five areas was important, many of the teachers indicated that training in the five areas had not been received. Adequate development of communication skills was cited most often by the teachers (36.7%), however, 86.7% considered this skill important for mainstreaming. Teachers who stated that adequate training had been received gave examples of how communication skills were developed. They cited: presentations, and meeting people while attending university. Only one teacher had actually taken a communication skills course and it was taken in a faculty other than the Education Faculty.

Apparently the skill developed least often was the ability to promote interaction between handicapped and nonhandicapped children (90.0% of the teachers reported no training was received in this area). Eighty percent of the teachers considered it an important skill for mainstreaming. The percent of teachers who received adequate preparation in behavioral management, knowledge of handicapping conditions, and knowledge of specialized materials was 33.3%, 23.3%, and 23.3% respectively. Each of these skills was considered important for mainstreaming by approximately 90.0% of the teachers.

In general, teachers were critical of their preservice education preparation for working with all children. Several comments from the teachers include:

I personally think that 90.0% of what they taught me in university was completely useless anyway. You have to experience things, perhaps inservices would be better.

At the university, especially with our practical courses the way they are set up, it is all theory and theory is just theory.

I think you learn more on the job than you do in school.

Teachers are graduating without being exposed to the true sample of society.

Teachers are leaving (training institutions) with a false impression and are not prepared to teach the cross section of children found in the classroom.

Several teachers were quite understanding about the dilemma faced by universities. For example, one teacher said:

Certainly during the end of training there should be courses, like how teachers deal with discipline and the other problems with the SN children. I can understand why your university cannot because they have so much to teach. But, certainly I never received any.

Communications skills was the only area where many of the

teachers felt that preservice or inservice training was not required. Most of the teachers felt that these skills develop automatically. As well, a large number of teachers indicated that poor communication was not a concern at their school or that they had no difficulty communicating their concerns. Example of comments include:

> I have no qualms about asking for help when I need it. I don't feel it is a reflection on me to say, "HELP! I have never done this before. I do not know what I am doing."
>
> I honestly have never been in a situation where there has been a problem with communication.

However, some dissatisfaction was noted among several teachers for example:

> Yes I guess it could . . . I mean those of us that get mildly handicapped children into our classroom, I think we either have to communicate, to the people involved what's expected of us. We have to be a little bit more assertive. I believe that the teaching load I have is completely unreasonable. I think it is unfair and very unprofessional. It is not a good situation.

Criteria for Determining Class Size

One factor often cited in the research literature as critical to the success of mainstreaming is class size. Teachers were asked whether there should be guidelines to determine class size for teachers involved in mainstreaming. The teachers stated that based on personal experiences class size was very important. For example, one teacher said:

> Oh yes, for sure. I have always thought that. Right now, I have 15 in my grade and I am actually leaving school at 4:30 or 5:00, having some energy left. I have had an average of 26 children. I know this year the SN child I have is functioning in the regular core because I can give her directions five times if it is necessary. I can continually check if she is understanding. If I had greater numbers she'd be lost in the shuffle.

Approximately 77.0% of the teachers stated that there were various factors which should be used when determining a manageable class size. Table 4.19 reports the various factors cited by the teachers. The remaining 23.3% of the teachers did not specify factors to be used in determining class size.

Thirteen teachers stated that the nature of the handicap manifested by the SN child was very important in determining the class size. Seven of these teachers specifically referred to

TABLE 4.19

CRITERIA FOR DETERMINING CLASS SIZE

Influencing Criteria	Number of Teachers	Percent of Teachers
Nature of the handicap	13	43.3
Type of regular classroom	7	23.3
Availability of support	5	16.7
Grade level	3	10.0
Ratio of RC children and SN children	2	6.7
Time spent in the regular classroom	2	6.7
Placement by mutual agreement	2	6.7

children with behavior problems, emphasizing that they can require more teacher time and that the RC children lose time because of their needs. Two of these teachers indicated a preference not to have these children in their class because as the teachers said:

> They can just shoot the subject for the whole year.
>
> I certainly do not want the students who need constant supervision.

Seven teachers indicated that the composition of the regular classroom had to be considered when making such decisions. A number of these teachers indicated that at times the nature of the regular classroom may be such that it would not be conducive to mainstreaming. As one teacher said: "If you have a lot of children in your class who have quirks or behavior problems and are aggressive it does not work. You need children who are accepting of differences." Other factors cited were split classes, and classes where there are English second language (ESL) students. Both these factors place additional demands on teacher time and energy.

The next most frequently mentioned factor (16.7%) was the availability of support, specifically classroom aides. Other factors mentioned by teachers were: (1) grade level at which mainstreaming was occurring (grade one generally needs lower enrollment, even when SN children are not in the class and any

lower elementary grade should have lower numbers of children); (2) the ratio of SN children to RC children; (3) the length of time the SN child spends in the regular classroom; (4) class size should be determined by mutual agreement and consultation between the mainstreaming teacher and the administration. One teacher stated that the RC teacher had to be willing to mainstream and that even incentives may not work. As the teacher said: "I have seen integration work and not work where I am because of the teacher involved. You have to be committed to meeting their needs by adjusting the curriculum and trying to make it interesting."

Problems Resulting From Large Class Size

Problems emanating from large class sizes were cited by 28 (93.3%) of the teachers. These problems are categorized in Table 4.20. The most common problem cited by teachers involved meeting the needs of a heterogeneous class (63.3%). Inability to individualize instruction when necessary was mentioned by 11 (36.7%) of the teachers. Other problems resulting from large class size were: the necessity to change teaching style, for example, having to organize large classes into small groups to teach to the so-called average child when large numbers of heterogeneous children are present, and difficulty maintaining order while doing group work. Concern was also expressed about problems that can ensue when both large class size and lack of support personnel are factors. This can drain teachers because of

TABLE 4.20

PROBLEMS RESULTING FROM LARGE CLASS SIZE

Type of Problem	Number of Teachers	Percent of Teachers
Meeting the needs of a heterogeneous group	19	63.3
Individualizing instruction	11	36.7
Necessary changes in teaching style	7	23.3
Lack of support	4	13.3
Extra paperwork and planning	2	6.7

the additional "paper work" and planning.

Manageable class size recommended by teachers ranged from 14 students without an aide, to a maximum of 25 students when assistance was available. Over 50.0% of the teachers stated that class size should be kept below 23 students. The majority of teachers stated that at the present time class sizes are generally too large to allow teachers to meet the needs of all the children.

Number of Children Who Can Be Mainstreamed Per Class

Teachers were asked what they felt should be the maximum number of SN children to be mainstreamed per class. Although most of the teachers gave examples of specific numbers that would be acceptable, the rationale for the numbers varied greatly. Table 4.21 presents the criteria the teachers would utilize in determining the number of SN children mainstreamed per class. These criteria include:

1. The type and severity of the problem(s) manifested by the SN child.
2. The number of RC children in the classroom.
3. The problems already existing in the regular classroom.
4. The type of support the teacher receives.
5. The extent of socializing possible within the classroom.

The "other" category includes the opinions of six teachers. One teacher stated that class size is more important

TABLE 4.21

CRITERIA NECESSARY FOR DETERMINING NUMBER OF SN CHILDREN PER CLASS

Factors Influencing Criteria	Number of Teachers	Percent of Teachers
Problems of the SN child	19	63.3
Class size	8	26.7
Type of regular class children	5	16.7
Type of support received	3	10.0
Large numbers decrease socialization	3	10.0
Other	6	20.0

than the number of SN children and that primary grades should have the lowest enrollments. Other factors teachers thought important are: the ratio of SN children to RC children (she recommended a ratio of one SN child to four RC children); and the reason for mainstreaming (when integrating for social reasons perhaps more SN children could be integrated at a time). Two teachers stated that there should not be a limit.

Amount of Time in Regular Class

All but two of the teachers cited concerns pertaining to the amount of time the SN child spends in the regular classroom. Table 4.22 reports the concerns given by the teachers. Their concerns include: (1) degree of academic and behavioral readiness; (2) lack of teacher control over the program; and (3) lack of support.

The most common concern cited was the child's academic and behavioral readiness (mentioned by 56.7%). Nine teachers stated that when SN children require a great deal of small group work or individualized instruction, the special classroom could be more appropriate for many of the children. Concerns involved: SN children whose achievement is far below that of the RC children making greater demands on teacher time; stress for the teacher because of extra planning and/or inability to meet the class demands; and stress for both the teacher and the RC children

TABLE 4.22

CONCERNS WHICH INFLUENCE RECOMMENDED AMOUNT OF TIME SPENT IN THE REGULAR CLASSROOM

Concerns	Number of Teachers	Percent of Teachers
Degree of academic and behavioral readiness	17	56.7
Lack of teacher control over program	9	30.0
Lack of support	2	6.7
No response	2	6.7

because of slowing down the pace of instruction. Three teachers stressed the need for gradual integration and monitoring of the SN child's level of readiness for each subject as well as behavioral readiness for participating in large groups.

Lack of control over the program was a concern cited by 30.0% of the teachers, and they suggested a preference for full-time integration. Full-time integration would give the RC teacher more control in the classroom because of fewer timetabling difficulties and more flexibility in scheduling instruction. They also stated that when two teachers are involved in providing an educational program for one child, it becomes more difficult to ensure that the child's needs are met. As well, several of these teachers stated that full-time placement was easier on the SN child since they generally function best in a consistent, uninterrupted routine on a daily basis.

Two teachers stated that when aide time was provided, concerns involving the time spent in the regular classroom were minimized. Two teachers did not state any concerns about the time that SN children spend in the regular classroom.

Acceptance of SN Children

The teachers were asked whether they were concerned about the SN child's feeling part of the regular classroom. Thirty percent of the teachers stated that acceptance was not a concern.

Many other teachers indicated that problems of acceptance change from year to year depending on specific factors. All the teachers stated that they consciously worked at promoting the acceptance of the SN children in their classes. The teachers cited various factors that have the potential to affect the acceptance of SN children in the regular classroom. The factors are:

1. The amount of time the SN child spends in the regular classroom. Longer periods of time tend to result in more positive feelings of belonging. The majority of teachers recommended at least one half of the day should be spent in the regular classroom.
2. A discrepancy in age of two or more years between the SN children and the RC children, especially in the upper elementary grades. Older SN children may provide negative role models for the younger RC children.
3. A noticeable difference in physical size.
4. Personality and behavioral problems.
5. Immature social skills.
6. Positive school climate generally tends to be reflected in acceptance and vice versa.
7. The ratio of SN children to RC children in the regular classroom.

The "other" category includes a number of miscellaneous factors cited by individual teachers. They include: inadequate

attention span; significant discrepancies in achievement levels; the need for the teacher to allot disproportionate time to the needs of the SN child; whether the SN child performs well in physical education; and whether the SN child has friends to play with at recess.

Preparation of the SN Child

Teachers were asked whether they felt SN children should receive preparation for the regular classroom. Almost 74.0% of the teachers felt that the SN child should be prepared to help him/her to adjust to the regular classroom. Sixteen percent of the teachers stated that the child should be made familiar with the classroom rules and routines. Other skill preparation included: increasing the SN child's self-esteem prior to placement in the regular classroom; informing the SN children that they may not be able to accomplish the same assignments as the RC children; coordination of rewards and classroom expectations; preparation for working in larger group settings (that is, ability to pay attention, and work independently for longer lengths of time); and any preparation which will make the transition from the special classroom to the regular classroom as smooth as possible for all the people involved.

Eight teachers (26.7%) who stated that preparation was not provided cited the following reasons: SN children will learn the

required skills once they are in the regular classroom; knowing the rules of the school should be sufficient preparation; SN children may have many adjustments to make, but it may not be possible to prepare them for placement in the regular classroom (for example, how do you prepare children who have short attention spans and who cannot sit for longer than a few seconds or minutes).

Academic and Behavioral Readiness

The teachers were asked whether the SN child placed in the regular classroom should possess minimal academic, and behavioral/social skills. The majority of teachers (80.0%) felt that minimum academic skills and behavioral skills (86.7%) are important. Responses varied considerably concerning the importance of minimum standards. For example, when asked about academic standards, responses included:

1. Minimum academic standards are not important [since] half the school would not be in regular classes, because they could never reach those standards;
2. Minimum standards are not important as long as the child is trying to complete some of the work; [The SN child] needs to be functioning close to the RC children, otherwise the teacher offers the SN child an hour and ten minutes of complete frustration;
3. The child needs to be able to work independently during

the stay in the regular classroom;

4. The SN child cannot be more than two years behind the regular classroom standards;
5. When these children cannot function in the regular classroom, they just vegetate and this creates a stressful situation for the SN child and the teacher;
6. They are not very well accepted by the RC children when they are not able to do the same level of assignments;
7. When they continually experience difficulty in the regular classroom assignments;
8. The child does not make any academic gains and probably feels lost and has lost valuable time by being in the regular classroom.

Individual teacher comments concerning behavior reflected standards which were specific and easily observable, but also varied greatly. For example responses included:

1. The child has to be able to control himself without outbursts and difficult behavior;
2. They should be able to pay attention, take part in questioning or raise their hands rather than call out their answers, look after their own supplies and be polite;
3. They should not be slamming their fists into windows because two pieces of paper would not go together;

4. Their behavior should not be violent to the point that the safety of the other children is jeopardized;
5. They have to know the rules, follow them and cooperate with no major disturbances;
6. I just find that the immature children are either rejected or isolated;
7. You cannot have children who rant and rave and swear;
8. When the SN children are too different because of inappropriate behaviors they are very quickly isolated;
9. A SN child cannot be a constant irritation because that type of behavior takes up too much time and effort.

Preparation of RC Children

Teachers were asked whether preparing the RC children is important. Twenty-three of the teachers (76.7%) stated that it was important. However, nine teachers (30.0%) qualified their answer, adding that the type and degree of handicapping condition influenced the nature and amount of preparation that should be provided.

Reasons for preparation included: to avoid any stigma that may result from special treatment that could be necessary (for example, different reward systems, less work etc.); to dispel any misconceptions that RC children may have about SN children; to prepare RC children who may not know how to react to children with

behavioral problems, physical disabilities, significant differences in learning or any other special problems which will be noticeable in the classroom. The majority of the teachers stated that each situation has to be evaluated separately, and that it is important not to focus attention on the SN child unless it is necessary. Excessive attention may make the child appear to be even more different and perhaps rejected and isolated.

Teachers who indicated that preparation was not necessary, included the following reasons: they are accepted and not treated any differently; whether or not the teacher welcomes the SN child; the RC children treat the SN children in the same manner; it is really not important in grade one (comment by a grade one teacher).

In general, the teachers felt that all placements required the teachers to use their judgement. As well, the teachers indicated that discussing individual differences generally, without direct focus on the SN child, was adequate. They felt that when the discussion focused specifically on the SN children it was more harmful than beneficial, unless the child had an obvious disability.

Teacher Choice About Involvement in Mainstreaming

Twenty-four teachers (80.0%) felt that teachers should be given a choice about their involvement in mainstreaming. Twenty

percent said a choice was not needed. All the 24 teachers who indicated that a choice should be offered to teachers, provided reasons for their answer. The reasons cited in their rationale included:

1. Unwilling teachers may not do the extra work required for mainstreaming.
2. Teachers who truly are not supportive of mainstreaming may have a negative rather than positive impact on the quality of education received by the SN child.
3. RC teachers may not feel prepared for or comfortable with mainstreaming.
4. When teachers are given an option, the results of mainstreaming will be more positive for all parties involved.
5. Class size may be a reason for not mainstreaming.
6. Teachers resent indiscriminate "dumping" of SN children into the regular classroom.

Although 80.0% of the teachers felt that they should have an option about mainstreaming, they felt that having a choice is probably very idealistic and unrealistic. Therefore, they felt that SN children should be placed in the regular classroom in a professional manner, that is, they strongly objected to mainstreaming when it simply "assumed" that they teach SN children with no consultation or discussion that includes them. Teachers

stated that discussion which involved them should occur and/or they should be involved in the decision-making process. When the request is presented in a tactful manner, teachers agreed that most RC teachers would mainstream. Four teachers responded that if given an option, most teachers would probably choose not to mainstream. Another 26.7% of the teachers stated that incentives for the mainstreaming teachers were important. The incentives they suggested ranged from smaller class size to more preparation time and support within the classroom.

People Involved in Decision Making

The teachers were asked who should be involved in the decision to mainstream. When their answer did not include the principal, the special educator, the RC teacher, the parents and the SN child, they were asked for their opinion about the involvement of these people in the decision to mainstream.

Twelve teachers (40.0%) asserted that everyone who has some valuable input about the best way to meet the needs of a specific SN child should be involved and the persons involved would vary from situation to situation. Teachers unanimously agreed that the special educator (when the school had one) should be involved in the decision to mainstream. Four teachers asserted that the decision to mainstream should involve at least three people rather than only the principal or the principal and the

special educator. However, one teacher said that only the special educator and the SN child should be involved in the decision, since they are the only ones who know when the child is ready.

There was considerable variation in the responses to the question of whether the SN child, his/her parents, and the principal should be involved in the decision to mainstream. However, most teachers felt that the above parties should be involved to some extent in the decision to mainstream, but perhaps more in terms of providing some input into the decision-making process rather than having the final say. Four teachers thought that the child should not be involved, one teacher was not sure. Eight teachers indicated that the age of the child needed to be considered. The teachers thought that young children should have the decision discussed with him/her after it was made. One teacher was not sure whether parents should be involved and one teacher thought the principal does not have to be involved in any way in the decision to mainstream.

As reported earlier, teachers thought that the RC teacher should be involved in the decision to mainstream. Yet when they responded to this question, several teachers expressed concern about not being able to contribute valuable input into the decision to mainstream even though they wanted to be involved.

The Importance of IEPs

When the teachers were asked whether IEPs were important for successful mainstreaming, ten teachers stated that they had never seen an IEP and other teachers indicated that they were not exactly clear about the purpose of an IEP. Examples of teacher comments are. "I have never seen one"; "I am not terribly familiar with one"; "Their IEPs are handled by the special education teacher."; "I'm not exactly sure what you mean."; "It certainly helps the special education teacher. We do conference a bit."

Considering the general lack of information about IEPs and how they can assist in meeting the educational needs of the SN children within the regular classroom, the teachers' responses are not surprising. Only 16 teachers (53.3%) agreed IEPs were important, ten teachers (33.3%) said they were not important, and four teachers (13.3%) said they were not sure. Of the sixteen teachers who responded that IEPs were important for mainstreaming SN children, seven teachers stated that informal objectives (not necessarily in writing) would be sufficient for RC teachers, and seven teachers thought that written formal objectives should be provided. Three of these sixteen teachers stated that they had to offer complete separate programs for the SN children in their classroom in order to meet the needs of the children.

Of the ten teachers who thought that IEPs were not

necessary, the rationale varied. Their reasons included: "IEPs are only good for accountability and record keeping"; "Not if it means a separate program"; "It has not been necessary for the children I receive and it takes a lot of time and work"; "The special education teacher shows me where the child fits, but I do not follow it if I do not want to--RC teachers do not need that formal a plan"; "They should work in the regular program"; "It is not necessary when they receive the core subjects in the special class."

Support People

The teachers were asked whether support people were important to teachers who were involved in mainstreaming SN children. All the teachers felt that support people were important although two teachers stated that they have never felt the need to use support people. For example, as one teacher said: "I suspect they are, but I am very, very poor at using teacher aides and various other support people in this way. I do not ever like to use administration. I am a one-man show."

All the teachers stated that support should be available to teachers when the classroom situation warrants support. Numerous teachers, during this part of the interview and when answering other questions, stated that having support readily available was probably an ideal that could not be met under the

present system. Several examples of these comments are:

> Well, if we had them, it certainly might be nice, but with funding these days, I think that sometimes that where we have to make some cuts is in support personnel.
>
> I don't know, because I never had anything to do with support people. No one has come out and offered help. I imagine it is. Although, I am not looking for help; I mean after you hear things like don't--be very careful using the Bureau people. We are actually discouraged, despite what might be said, we are discouraged from doing that sort of thing.
>
> The truth is that they (support people) are not available . . . . more and more the classroom teacher is on his own.

The teachers had great difficulty singling out the type of support that was necessary. All the teachers stated that depending on the classroom situation, and the type of handicap manifested by the child, the type of support needed varied greatly. Support from within the school was considered to be extremely important. Open communication and the sharing of ideas and materials was highly valued by these teachers. The majority of teachers emphasized that professionals outside the school are

usually consulted only when concerns could not be met by the school staff and with the use of aides or volunteers. The types of support suggested by the teachers were:

> The sharing of ideas and the caring of the staff is very important.
>
> Aides for making materials and working with the students are very helpful.
>
> I find the psychological testing has been helpful.
>
> If I needed help I would want someone to come into my room and work with the students.
>
> Definitely, any kind of support.
>
> You often need help in determining whether the child is learning disabled or just being lazy. I like the psychological testing for that reason. It helps me decide what my expectations should be for that child.
>
> Our principal gives a lot of moral support. She supplies time for teachers to go to inservices, conferences or any other events.
>
> The psychologist, the reading specialists, the counselor and the principal have all been very helpful.
>
> Someone to come in and help with the marking, so that I can work with the children.

Other types of support cited as being important to RC teachers who are meeting the needs of SN children in their classroom included: parents who can help in a variety of ways in the classroom, and parental support of the mainstreamed program and their assistance at home. The teachers also stated that trained counselors and special educators, and consultants to provide follow-up programs after the initial visit were important support people.

Inservice

Results pertaining to inservice needs indicate that teachers support the concept of inservice, at least in principle. It should be noted, however, that 30.0% of the teachers stated that because of their teaching experience or experience in working with SN children, inservice was not a requirement for them personally. Other teachers qualified their responses in other ways. For example, one teacher stated that inservice was not needed this year, but that last year she could have benefitted from that type of assistance.

While the majority of teachers (86.7%) stated that inservice was necessary depending on the mainstreaming situation, four teachers (13.3%) stated it was not necessary, or that they were not sure if it was necessary since they had not received any inservice. The two teachers who felt that inservice was not

necessary based their views on dissatisfaction with inservices they had attended. The comments included:

> No. Nobody knows as much as I do. I found that by attending inservices. They are so behind where we are that--they are about where we were three years ago.
>
> I think it is a lot of common sense. I finally quit going to inservices a few years ago. I mean I find that you go there and you sit there. You take this after school, also. After the inservice you think, "What did I learn?" You learn nothing really. They tell you what you already know.

Of the two teachers who were not sure about the importance of inservice, one indicated that the special educator could probably fulfill that role. However, when asked whether the special educator in the school offered assistance, the teacher commented: "Not really, the teacher is busy with the special education children in the special class." The other teacher who stated that she did not know whether inservice was important expressed concern about knowing whether SN children were capable of learning certain types of material, and thought that inservice might be useful for this purpose.

All but two of the teachers provided input into the types of inservice that could be beneficial for teachers involved in

mainstreaming. These suggestions are presented in Table 4.23. Suggestions for inservice include: preparation for newly involved teachers (30.0%); increased teacher understanding and awareness of handicaps (20.0%); strategies for teaching (20.0%); behavioral management techniques (20.0%); modification of materials, lesson plans, and scheduling procedures (16.7%); and assistance in meeting the social/emotional needs of the children (13.3%). Other suggestions were to introduce teachers to current ideas about meeting SN childrens' needs, and time for planning and sharing with other teachers. One teacher stressed the need for practical experiences, for example, visiting the special education class in the school helped her to form more realistic (and higher) expectations for SN children.

Teachers who emphasized the need to understand handicapping conditions referred to the need to know the way SN children learn, the limitations and abilities of specific groups of SN children, ways to ameliorate the many effects upon learning because of handicapping conditions, and an understanding of behaviorally disordered and slow learning children. Teachers suggested training to modify and adapt materials for SN children, ways to organize the classroom, and how to deal with differences in learning abilities within heterogeneous groupings. When discussing the need for inservice to assist teachers to deal with the social/emotional needs of children one teacher spoke of a

TABLE 4.23

INSERVICE NEEDS FOR REGULAR CLASSROOM TEACHERS

Type of Inservice Recommended	Number of Teachers	Percent of Teachers
Preparation for newly involved teachers	9	30.0
Increased teacher understanding and awareness of handicaps	6	20.0
Teaching strategies	6	20.0
Behavioral management techniques and strategies	6	20.0
Modification of materials, lessons and schedules	5	16.7
Meeting the social/emotional needs of SN children	4	13.3
Introduction to current ideas about meeting needs of SN children	3	10.0
Time for sharing and planning	3	10.0
Other	3	10.0

particular situation which she had encountered with an SN child: "Inservice could have been available to provide more specific ideas about how to make the child feel more secure and wanted. The child was in turmoil." One group of recommendations (termed "others") included topics such as the availability of resources, where to obtain information, and development and use of IEPs.

There was dissatisfaction with inservices that only "provided lip service." For example, one school inservice provided information on support personnel, but also recommended that such personnel only be used in crisis situations. The reason given was lack of sufficient funding.

Nine teachers (30.0%) suggested personnel to provide inservice. They recommended consultants or special educators as resources who could better provide this type of inservice. Several of these teachers also indicated that their school operated in this manner.

In summary, this section was concerned with research questions number two and three. Results indicate that the majority of teachers feel that their preservice educational preparation has not been adequate to prepare them to work with the SN children who are currently being placed in their classrooms. Furthermore, many of the teachers were skeptical about preservice programs being able to provide the required training for teachers who are in training. Teachers provided reasons for adequacy or

inadequacy of their training.

Teachers also responded to questions on various factors suggested in the literature as being important for increasing the success of mainstreaming procedures. The factors are: class size; number of mainstreamed children; time spent in the regular classroom; acceptance of the SN children; preparation of children for mainstreaming; teacher choice about involvement in mainstreaming; people involved in the decision to mainstream; importance of IEPs; and importance of support people and inservice.

Minimal Requirements Necessary for Mainstreaming

Teachers were invited to give recommendations concerning the minimum requirements necessary for mainstreaming a SN child. The following question and definition were provided by the interviewer for the term minimum requirements: "What is needed to ensure that the mainstreaming program is successful; that is, the whole class is learning and the classroom climate is good for the majority of the time." The minimum requirements teachers stated were necessary for mainstreaming are summarized in Table 4.24. The results included three specific categories of requirements: (1) support for the RC teacher; (2) preplacement concerns; and (3) criteria relevant to the classroom placement. A fourth group included miscellaneous concerns.

TABLE 4.24

RECOMMENDATIONS FOR MINIMUM REQUIREMENTS FOR MAINSTREAMING

Requirement	Recommended by Number of Teachers	Percent of Teachers
Support from:		
Professionals and paraprofessionals	21	70.0
Parents	9	30.0
Preplacement concerns:		
Willingness of RC teachers to make a commitment	14	46.7
The best interests of the SN child are being served	9	30.0
Early intervention and sufficient funding	5	16.7
Inclusion of SN child in the process	4	13.3
Availability of inservice	3	10.0

TABLE 4.24 (continued)

Requirement	Recommended by Number of Teachers	Percent of Teachers
Classroom criteria:		
Workable class size	14	46.7
Integration of child on a gradual basis	3	10.0
Sensitivity of RC children to needs of SN children	6	20.0
Availability of special materials	5	16.7
Availability of time for planning	3	10.0
Other	6	20.0

Two sources of support are considered necessary for the classroom teacher: support from professionals and paraprofessionals (cited by 70.0% of the teachers), and support from the parents (cited by 30.0% of the teachers). As well, preplacement concerns were considered important. This group of requirements included: a need for teachers to be willing to make a commitment to mainstreaming; a recognition that best interests of the child are being served; a need for early intervention and sufficient funding; the SN child's desire to be mainstreamed; and the availability of inservice.

Criteria relevant to the classroom utilized for mainstreaming include class size, making special materials available to the RC teacher, and time for the RC teacher to plan. Teachers also suggested that SN children be mainstreamed gradually and as they are ready to cope with the regular classroom, and that RC children receive help to become sensitive to the needs of the SN children.

The type of support required included: support that is readily available when needed; a committed staff that promotes open communication between the staff members, and holds conferences that provide information and assistance, when necessary, for the RC teacher of SN children. Other support needed is: a school system that supports the philosophy of mainstreaming; parental support for the placement decision, and

their continued cooperation and willingness to assist in meeting the needs of the child at home or school.

Preplacement requirements included: choosing teachers who are adaptable and flexible in their teaching style; teachers involved in mainstreaming who accept that all children have strengths and weaknesses; teachers who possess good teaching skills; and teachers who are willing to implement special programs. Other requirements in this area include: initial commitment to continual follow-up and evaluation of the progress of the child and the program; measurement of the academic and behavioral readiness of the SN child for the regular classroom, and the inclusion, when appropriate, of the child in this decision; ensuring that funds are available for the success of the program, and allocation of funds before the difficulties experienced in school become too severe; and provision of inservice for teachers.

Classroom criteria included: a workable class size that generally should have lower enrollment than the average classroom; preparation of the children to assist in developing a sensitivity to differences among people; and providing materials for SN children who may experience difficulty with the regular curriculums.. Other classroom criteria included: providing time for planning; and mainstreaming SN children on a gradual rather than an abrupt basis.

The "other" category includes: teachers treated as professionals and provided with a choice about involvement or at least being consulted and included in the decision procedures; and Language Arts taught in the special class when extra support within the class was not available. Other recommendations were: increased homogeneous grouping of children in mainstreamed classes; and the use of experienced teachers to implement mainstreaming programs.

In summary, a large percentage of teachers stated that support from other professionals, predominantly those in the same school, is one of the main requirements needed for successful mainstreaming. Almost half of the teachers stated that the willingness and commitment of the RC teachers and a workable class size are important. One third of the teachers felt that parental support and continual evaluation of the mainstreaming program to ensure that the child's needs are being appropriately met in the regular classroom are necessary. Several of the other requirements cited by the teachers are the need for sensitivity from RC children; implementing intervention early and with sufficient funding to meet the needs; inclusion of the SN child in the decision to mainstream (when appropriate); continuing availability of inservice; availability of planning time for the teacher involved in mainstreaming and gradual integration of the SN child into the regular classroom.

CHAPTER 5

DISCUSSION, IMPLICATIONS AND CONCLUSION

Many Canadian children with special needs (SN) are receiving all or part of their schooling in the regular classroom (Winzer, 1987). Successful mainstreaming is complex and requires careful, systematic planning (Turnbull & Schulz, 1979). Often changes within the schools are necessary (Reynolds, 1979). Otherwise, unless changes are made, SN children are expected to learn and develop in an educational environment in which they have already failed.

The success of mainstreaming is dependent on the regular classroom (RC) teacher who is the key professional involved in mainstreaming (Palmer, 1980; Pugach, 1982; Ryan, 1982; Schmelkin, 1981). Effective mainstreaming is also dependent on other factors such as availability of support personnel, inservice for RC teachers, and preparation for the both the RC children and the SN children. Input from RC teachers is essential to ensure the success of the mainstreaming process, since it is RC teachers who are most directly involved with the children being mainstreamed.

This study was descriptive in nature, developed to gather information which can assist in making mainstreaming more effective. The study had several objectives: (1) to obtain information about teachers' perceptions of the actual mainstreaming practices within their schools; (2) to investigate

the major concerns of RC teachers involved in mainstreaming; (3) to obtain opinions from the RC teachers about various factors designated in the literature as factors important for successful mainstreaming; (4) to obtain teachers' recommendations for implementing mainstreaming.

The teachers involved in the study were predominantly female (70.0%). This likely reflects the significantly lower percentage of male teachers in the elementary school generally. Walter & Glenn (1986) note that 90.0% of all elementary teachers are female.

The participating teachers were a mature and experienced group. Ninety-six percent of the teachers were at least thirty years old. The majority of the teachers had taught more than five years and 33.0% of the teachers had experience teaching in a resource room or a special education classroom. All elementary grades were included. Division I (grades one to three) teachers accounted for 15 teachers of the sample, compared to eight teachers from Division II (grades four to six). Six teachers were teaching split classes, and one teacher was the music teacher.

A questionnaire and interview schedule were developed to obtain the data. The questionnaire data were analyzed by calculating frequency of responses. The interview data were analyzed using the technique of content analysis to generate categories of responses. Categories were formed and percentages

were calculated.

The findings are discussed under each objective. When appropriate, research literature which adds credence to the findings and suggests possible inconsistencies is presented. Because there are many pertinent findings relating to each objective, practical implications of these findings and suggested future research are included under each objective. Major conclusions of the study are presented at the end of the chapter.

OBJECTIVE NUMBER ONE: To obtain information about teachers' perceptions of the actual mainstreaming practices within their schools.

Most of the children were mildly handicapped. A small number of children were profoundly deaf. While teachers gave greater emphasis to concerns involving these deaf students, the actual concerns were similar to concerns expressed by the teachers of children with mild handicapping conditions, that is, the children were learning disabled, behaviorally disordered, or educable mentally retarded. Slightly more than half the students spent at least half of the day in the regular classroom.

Individualized education plans (IEPs) are considered essential for planning for mildly handicapped children. Input from RC teachers to develop and plan the IEP is also essential, and indeed, in the United States is mandatory (Public Law 94 - 142). Yet, only three teachers were involved in the planning and

development for the SN children in this study, and according to the teachers, IEPs were devised for only 17 of the 52 children who were mainstreamed for part of each school day.

These findings suggest two possibilities: (1) that IEPs are not being developed for SN children mainstreamed in the regular classroom, or (2) the RC teachers are not given the information provided in IEPs that are developed for SN children in their classrooms. Certainly, the majority of RC teachers in this study did not give input to the development of the IEP.

There is evidence from previous studies that even special educators do not make extensive use of IEPs, do not consider IEPs to be important documents and are not fully involved in the development of IEPs (Margolis & Truesdell, 1987). Based on these findings, is not surprising to find that RC teachers in Alberta are not very involved in the development and usage of IEPs.

IEPs are not mandatory in Alberta. Nevertheless, under the Alberta Education policy, school jurisdictions are expected to provide each special education student with an individual program plan (Alberta Education, 1988). Therefore, some formal procedure should exist to indicate to the RC teacher what the objectives are for each child.

More than half of the 52 SN children who spent part of each day in the regular classroom were given some form of preparation for entry into the regular classroom. The operational

definition of preparation included familiarity of rules, routines, structure and demands of the mainstreamed classroom. There were a number of teachers who indicated they were not sure whether the special education teacher had prepared the SN child for the regular classroom. Therefore, it is possible that more SN children had been prepared than suggested by the results. However, these types of responses to this question and the question about IEPs do suggest that little communication is occurring between some of the teachers in the study and the special educators or previous teachers of the SN children.

In slightly over half of the 52 mainstreaming situations where children were in the regular classroom for part of each day, the RC children were given preparation to help them understand and relate to the child being mainstreamed. Teachers' responses were generally given by the teachers to account for lack of preparation for the RC children, such as the SN child had been in their class the previous school year, the disability was not severe enough to warrant any type of preparation, and the child along with the RC children began the school year in their classroom. Many of the teachers also mentioned that they continually speak about differences between people and individual strengths and weaknesses without focusing on the SN child.

The research literature points to the importance of adequately preparing the SN children and RC children for placement

in the regular classroom to increase the chances of the SN child being accepted and to become part of the regular classroom. Therefore, greater attention should be paid to prepare both SN children and RC children to participate in the regular classroom in a positive, caring and tolerant manner.

The highest level of teacher involvement was in the decision to mainstream. Fourteen teachers were included in the decision to mainstream, and eight teachers were given an option of whether or not to become involved in mainstreaming. The other teachers were not given any option.

The general lack of teacher involvement in planning has been noted in other studies. For instance, in a survey conducted in Virginia (Schwartz et al., 1980), 50.0% of the 300 teachers felt that they did not have adequate input in the planning and development of programs. Pfeiffer (1980) reviewed literature which demonstrates that RC teachers contribute little to the decision-making process and to recommendations for planning and program implementation. Both Goldstein, Strickland, Turnbull & Curry (1980) and Pugach (1982) found that teachers have little involvement in IEP development for the mildly handicapped child. Pugach (1982) also noted that teachers were less involved in planning for students with less "visible" handicaps.

Since operational definitions for planning, decision making and teacher involvement are often varied or not clear in

the research literature, caution should be used when comparing results and drawing conclusions about similarities of findings. However, it appears both from previous research and from results of this study that teachers often do not provide sufficient input into the planning and decision making that should occur in deciding when and how a child can be appropriately and adequately mainstreamed.

The findings in this study also indicate that the principal is the professional most often involved in the decision to mainstream (88.5%), followed by the special educator (55.8%) and the counselor (25.0%). It appears that parents were involved in only 30.0% of the cases. Because the counselor was the professional least often involved in the decision to mainstream, teachers were asked whether their schools had counselors. Eight schools did not have counselors, and six schools had untrained counselors such as the principal or a RC teacher. Based on the above data, it appears that more often than not, the decision to mainstream is an administrative decision. It is not known what information or criteria is used in making the decision.

Inservice was available to only 10.0% of the teachers prior to mainstreaming, but to 16.7% of the teachers after mainstreaming had occurred. Several of the teachers indicated that they did not feel they needed inservice and therefore did not inquire about its availability. Research literature strongly

suggests providing inservice for everyone involved in mainstreaming. The many changes usually required for successful mainstreaming demand inservice be provided for all teachers.

Support people were more often available to the RC teachers. Prior to mainstreaming they were available to 40.0% of the teachers, and after mainstreaming to 56.7% of the teachers. These findings are similar to findings in the Hudson et al. (1979) study. In their study, 58.0% of the teachers said that support was not available to them and they believed that support services were necessary to effectively teach exceptional children in their classes.

In summary, research emphasizes the importance of preparing the RC children and SN children; teacher input into the planning stages of mainstreaming; and inservice and support people for successful mainstreaming. These criteria were most often met in only a minority of cases. Therefore, it appears that greater importance should be placed on the above factors when planning mainstreaming practices.

OBJECTIVE NUMBER TWO: To investigate the major concerns of RC teachers involved in mainstreaming.

The teachers expressed concerns that were classified into six broad categories: (1) time constraints; (2) need for skill development; (3) need for support; (4) procedures followed in mainstreaming (5) psychological effects experienced by everyone in

the regular classroom; and (6) a miscellaneous category.

The majority of the teachers (83.3%) found that a "lack of time" was the major concern facing RC teachers involved in mainstreaming. It appears that meeting the everyday classroom demands present the most concern for RC teachers involved in mainstreaming. The teachers believed that they had to make conscience choices involving time allocation between all the children in the classroom, and most often this involved conflicts in meeting the needs of the RC children and the SN children. Teachers believed that they were often faced with inappropriately distributing their time between the RC children and the SN children. They stated that, at times, these choices were personally not acceptable or satisfactory, but nevertheless were a reality. A version of the phrase "doing the best I can, but not the best it could be" was cited by several of these teachers. The phrase serves to describe the difficult decisions and apparent "inner conflict" these teachers experience. Teachers with smaller classes commented on the academic gains made by SN children because of the extra time available to meet the child's need. The issue of "fairness" to the children was expressed by many teachers during the interviews.

The concern about lack of time felt by teachers involved in mainstreaming is documented in previous literature (Goodspeed & Celotta, 1982; Heidemann, 1988; Hudson et al., 1979; Masse, 1978;

Stephens, Blackhurst & Magliocca, 1982). The Heidemann (1988, p. 101) qualitative study found that teachers were concerned about "fairness to non-handicapped students" because of disproportionate amount of time spent with the SN children. They also reported lack of time to provide attention to all the children in the classroom.

These findings suggest that further investigation into the issue of time constraints is warranted. A study could address the following question:

> Are there observable unfair allocations of time within mainstreamed classrooms? If so, what are the consequences to children in the classroom and the RC teacher because of this disproportionate allocation of time?

Only 17.0% of the teachers in this study expressed a need for further skill development to deal with both the instructional needs and behavioral problems of SN children. This finding is somewhat surprising since other research reports that teachers feel they do not have the skills needed to teach SN children (Gickling & Theobald, 1975; Horne, 1983; Mitzel, 1985; Turnbull & Schulz, 1979: Williams, 1977), and a majority of teachers in this study had described their preservice training as inadequate. However, there is also research that provides evidence to support the findings of this study. In the O'Reilly and Duquette (1988)

study, teachers who had been involved in mainstreaming felt they could readily adapt the curriculum and classroom procedures to meet the needs of handicapped children. In the Hudson et al. (1979) study, 64.0% of the teachers felt that they had the skills to effectively mainstream handicapped children.

In the current study, it is possible that the experience the teachers' possess has resulted in less concern about the adequacy of their skills. This may suggest that over time the teachers have learned and developed techniques and skills that are effective. For example, several of the teachers praised an Effective Teaching course they had taken through their school system. It is also possible that many of the SN children in this study had such mild disabilities that differences in teaching techniques were not required to meet their needs and therefore lack of instructional skills was not a concern. However, one other rather disturbing possibility exists, that is, teachers do not readily alter their teaching techniques for the SN children, even when the disability warrants it.

Further research could investigate the type of programs that are offered in mainstreamed classes. The need for teachers to be able to vary their instructional practices to meet the needs of a heterogeneous class is well documented. Usually, this means the teacher has to employ a considerable variety of programs and teaching techniques to accommodate individual readiness and needs

within the classroom.

One-third of the teachers indicated that support personnel and services were necessary for the successful mainstreaming of SN children. Aides were the type of support most frequently mentioned and almost always by teachers who had access to an aide at some point in their career. Only one teacher stated that when access to an aide was available more problems arose within the classroom, thereby concluding that the aide was not beneficial.

Several of the teachers commented on the lack of counselors in the schools to assist in attending to the social/emotional needs of the children. Generally, these teachers did not feel they had the time or necessary skills that are often required to help these children. Other research indicates that regular classroom teachers have consistently noted a lack of support for mainstreamed SN children (Gickling & Theobald, 1975; Heidemann, 1988; Hudson et al., 1979; Karagianis & Nesbit, 1983; Moore & Fine, 1978).

Almost 50.0% of the teachers expressed a concern about practices associated with mainstreaming. The practices causing concern to the teachers appear to result from the decision-making process which begins outside the classroom, but nevertheless they have a direct effect inside the classroom. The most frequent concern which emerged was insufficient readiness of the SN child for placement into the regular classroom. Typically, the teachers

described insufficient readiness in terms of how it affected the regular classroom. If the SN child's skills or behavior had a "detrimental" effect on the classroom on a continuing basis, or "when the welfare of the RC children" was in question, then teachers believed that RC placement was not appropriate. Teachers were equally aware that these improper placements often resulted in failure of the SN child to achieve academic gains, especially when class sizes were large and there were time constraints.

Closely related to insufficient readiness of the SN child was the concern regarding lack of proper follow-up. Four teachers felt that follow-up had to be built into the program because it could not be assumed that all placements would be appropriate over a long time period.

Only 10.0% of the teachers expressed concern that intervention by special education services begins too late. These teachers felt that at present children experience devastating failures and a crisis must be precipitated before the system provides the extra required assistance, that is, special education resources. They felt that it is unfair that children are retained in an educational environment in which they do not experience success.

Several teachers were concerned about lack of adequate communication prior to placement. Unclear roles and responsibilities, insufficient background information about the

child and the lack of discussion with RC teachers about placement of SN children in their classes were areas which caused the teachers concern.

Many of the teachers made reference to negative psychological effects that are experienced by RC teachers, RC children and SN children. The teachers did not suggest that these effects were reasons for not mainstreaming, but rather that they did exist and should be recognized and rectified when possible. Many of the teachers alluded to the fact that there was not much that could be done to prevent these psychological effects from occurring.

Fifty percent of the teachers described feelings of guilt and worry that stemmed from the time-consuming and demanding tasks involved in mainstreaming. The teachers described feelings of frustration and stress that evolved from negative attitudes of some mainstreamed children and the strength and energy that was required to deal with children who did not want to work or who exhibited frequent behavioral problems. Feelings of self-doubt and inadequacy about being able to meet the needs of the children were also mentioned. This feeling appeared to be founded in the newness of the situation, or "fear of the unknown", rather than actual teaching competencies. Several of these teachers stated that once the children were in the classroom they quickly learned the feelings were unfounded. The teachers also elaborated on the

difficulty in accepting at a practical level that SN children have limitations and coming to terms with the realization that they cannot "cure" these limitations.

Heidemann (1988) found that teachers in her study experienced frustration, stress and feelings of inadequacy and self-doubt when in the mainstreaming situation. The reality of stress for teachers who work with exceptional children has been identified in other literature as well (Weiskopf, 1980). Negative pupil attitudes and too heavy a workload have generally been found to be the main sources of stress (Kyriacou, 1987). Lack of time has also been found to be an important stressor for teachers (Cook & Leffingwell, 1982).

A few of the teachers expressed concern about RC teachers who harbored resentment because of the extra demands placed upon them. They believed that this could have a negative impact on the effectiveness of the mainstreaming program.

One implication of the above findings is that inservice should address the many psychological stresses teachers seem to experience when mainstreaming. These results suggest that feelings of inadequacy should not always be interpreted as a "lack of skills".

The teachers also expressed concern about the stress that they believed the RC children experienced because of disruptions to their learning. Teachers believed that some SN children

experience stress when they realize that they can not learn as easily as the RC children, and are concerned about being a "visitor" in a classroom for an hour a day.

Hanley (1979) contends that physical and emotional illness may be a negative side effect of indiscriminate placements. Actual studies that directly examine the stress experienced by both the RC children and the SN children do not appear to exist. Cheong (1980) concurs that there is a paucity of information about the feelings of handicapped children in the mainstream and that psychological barriers can confront them.

There is ample literature that discusses the importance of preparation of all children when SN children are mainstreamed and the importance of classroom climate. In an indirect manner this literature suggests that stress will be reduced for both teachers and students when everyone is properly prepared for mainstreaming.

In summary, the findings in this section have been supported by previous research. The time concerns were the concerns most frequently cited. This should not be surprising. It is logical that when teachers are faced with large classes or insufficient support, or with SN children who are not ready for the regular classroom demands, the concern of insufficient time to meet the needs of children for whom teachers are responsible will be the result.

The implication of this finding is that possible

underlying reasons and less visible reasons linked to time concerns such as lack of support personnel or ineffective teaching skills, and other concerns that do not affect them on a daily basis such as communication or early intervention will be expressed by teachers less frequently. It is also possible that when studies such as this one require teachers to generate their own concerns, they will only speak of the most frequent and most serious concerns and give much less emphasis to other concerns.

In summary, when discussing concerns about practices involved in mainstreaming, the teachers did not believe they were influential in establishing or changing practices, they considered to be detrimental. Nevertheless, although a majority of teachers felt that these practices are not always in the best interest of SN children, given the circumstances of each situation, teachers cope as well as they can.

OBJECTIVE NUMBER THREE: To obtain opinions from the RC teachers about various factors designated in the literature as factors important for successful mainstreaming.

The teachers were asked to respond to questions based on a review of the literature. All the factors discussed during this section of the interview have not received the same amount of attention in the literature. However, the pilot study and contact with teachers in school systems prior to this study indicated that

some factors appeared to be more important to teachers than the literature suggests such as time the child spends in the regular classroom and teacher willingness (choice) to mainstream. Therefore, they were given equal emphasis in the study.

The factors investigated were:

1. Adequacy of teachers' preservice education for mainstreaming;
2. Criteria for determining class size;
3. Number of children who can be mainstreamed per class;
4. Amount of time in regular classroom;
5. Acceptance of SN children;
6. Preparation of the children;
7. Teacher choice and involvement in decision to mainstream;
8. Importance of IEPs; and
9. Support people and inservice.

Several of these issues have also been discussed in the previous section.

Only 26.7% of the teachers in this study felt they had received sufficient preservice training for the demands of mainstreaming. The finding is not unique to this study. Insufficient preparation to work with SN children has been considered one of the major obstacles facing RC teachers involved in mainstreaming, since mainstreaming first began (Gickling & Theobald, 1975). It remains a concern today (Heidemann, 1988).

A majority of teachers believed that the preservice education received did not and could not adequately prepare teachers for general teaching and consequently was very inadequate preparation for working with handicapped children. Teachers who indicated their training to be adequate, generally felt their student teaching experiences and course work on exceptionalities made them aware that all children were unique and did not learn at the same rate and with the same teaching instruction or program. This training appeared to give the teachers a more realistic view of their role in teaching and reduced the anxiety that can be experienced when teachers first encounter SN children in the classroom.

One teacher who did not receive adequate preparation noted that it was amazing that a teacher could graduate and not be aware that SN children existed. Many teachers indicated they graduated believing that classrooms would be composed of homogeneous groupings and that all children would be able to learn the curriculum at the same pace and in the same manner without any adaptations. Teachers believed their training resulted in inaccurate perceptions, was often a waste of time, and often useless and not in touch with realities of the classroom.

Teachers cited their own teaching experience as being the most useful preparation for mainstreaming. Several of the teachers noted the "trial-and-error" nature of this learning and

indicated that perhaps adequate and appropriate preservice and/or inservice training would be able to reduce the incidence of trial-and-error learning while teaching. Many teachers indicated that inservice is probably a better mode of providing teachers with information and skills needed for teaching. These teachers felt that some experience is needed before teachers can benefit from the theorical nature of training institutions.

The dissatisfaction that teachers expressed about their preservice training is disheartening. The extreme, negative reaction by many of the teachers may have been a result of the way the questions were worded. Perhaps some teachers felt threatened or defensive about their teaching abilities. Nevertheless, the findings are consistent with other literature that suggests changes are required in the training institutions responsible for providing teachers with adequate and appropriate skills and knowledge needed for teaching.

Topics for future research emerge from these results:

"To what extent do the goals and objectives of Education Faculties reflect the goals, objectives and needs of school systems?"

"Is course content standardized according to what teachers will require once graduated or does it reflect the individual interests of teacher trainers?"

Teachers agreed that class size had to be a major

consideration when mainstreaming SN children. The teachers believed that every child in their classroom deserved a good proportion of their time and energy. As class sizes increase, they find it more difficult to allocate their time in a fair and equitable manner. Research also shows that RC children rate SN children unfavorably if they require too much of the teacher's time and attention (Howarth, 1983).

Generally, teachers agreed that as class size increased it became more difficult to meet the needs of all the children. They had greater difficulty individualizing instruction. As class size increased, teachers appeared to spend less time organizing small group activities, and they reported that more time was spent lecturing at the front of the classroom.

One grave concern about mainstreaming is that RC teachers use the majority of class time in large group instruction or in the lecture method. These two methods of instruction are usually considered inappropriate for mainstreamed classrooms (Howarth, 1983).

The teachers reported that a variety of factors should be considered when class sizes are established for mainstreamed classes. Their responses indicate that all mainstreaming situations do not require the same criteria for determining class size, because of the uniqueness of each mainstreamed classroom. Perhaps even more important, these findings provide criteria for

administrators to consider when choosing or structuring classrooms that will be involved in mainstreaming. The implication of these findings is that schools can systematically begin to structure successful mainstreaming well before mainstreaming actually occurs.

The importance of class size, ratio of RC children to SN children, type of regular classroom and SN child, support, and mutual agreement have all been recognized as important factors to consider when mainstreaming (Howarth, 1983). The National Education Association and the American Federation of Teachers have proposed policies for reducing class size by three to four students for every handicapped child placed in a regular classroom (Salvia & Munson, 1986).

More than 50.0% of the teachers in this study believed that the time SN children spent in the regular classrooms had to be determined by the academic and behavioral readiness for the mainstreamed classroom. Again, teachers cited difficulties encountered in meeting the needs of children when some children had academic or behavioral needs that were significantly different than the needs of RC children. Fine et al. (1977) evaluated a mainstreaming program over a three year period. One recommendation was that the SN children should possess academic and behavioral skills comparable to those of the regular classroom. It is generally agreed that SN children must possess

minimum competencies which approximate the class standards (Palmer, 1980; Hundert, 1982).

One interesting observation that resulted from this study is that teachers' definitions of minimal academic and behavioral standards considered acceptable in their own classroom varied tremendously. Whether teachers who are more tolerant of deviance offer more individualized programs for children may be an area worthy of future investigation.

One other interesting finding resulted from this particular question. Almost one-third of the teachers reported that they preferred full-time placement of SN children within their classrooms. They cited concerns about inflexible scheduling and time-tabling difficulties when children were coming and going. Teachers also expressed concern about not knowing whether the program taught in another room overlapped with their program or left gaps in the child's learning. These teachers wanted to be aware of specifics in the program the children were following on a daily basis. These results demonstrate the need to ensure that teachers consult each other on a regular basis to ensure that programs developed meet the needs of these children.

Teachers reported a great deal of acceptance for the SN child by the RC children in their class. This finding is in conflict with most research which states that mainstreamed children are poorly accepted and/or rejected by RC children

(Gresham, 1986; Horne, 1985). The difference between the findings is hard to explain. It is possible that the children are not as well accepted as the teachers believe. One teacher stated that when a sociogram was used in the classroom, it was discovered that the SN children were not as accepted as suggested by her classroom observations. Another teacher spoke of happenings outside his classroom that work against mainstreaming such as intolerant behavior of RC children, especially when the SN child is receiving preferential treatment, and/or appears to be detrimental to their classroom.

It is also possible that the teachers have found ways to increase acceptance, since they have identified many factors that affect acceptance. It is possible that the schools are structured to include some or all these factors. Several of the teachers commented on the positive school climate in their schools and how many children within the schools received instruction in classes other than their homeroom. These teachers stated that all the children in the school were treated as special children and acceptance was just not a concern. Many of the factors teachers identified as having the potential to affect the acceptance of children have also been identified in the literature (Chandler, 1981; Clark, 1978; Donaldson, 1980; Gresham, 1986; Horne, 1985; Howarth, 1983; Turnbull & Schulz, 1979).

The majority of the teachers felt that SN children and RC

children should be prepared for mainstreaming. They believed that familiarizing SN children with rules, routines and regulations of their classroom prior to entry, would help alleviate the uncertainty experienced by individual children. As well, many teachers thought preparation would assist in ensuring that he/she is ready for RC placement. Many of the teachers felt that when the SN child was not academically or behaviorally ready for the demands of the regular classroom, then adequate preparation was likely not possible. It is important to remember, however, the differences between teachers' definitions of minimal academic and behavioral/social standards considered acceptable within their classrooms.

A majority of the teachers believed that RC children should also be prepared to work with the SN child. However, many of the teachers also qualified their answers, stating that discretion had to be used because the possibility existed for teachers to make the SN child more isolated, rejected or different than the rest.

Some of the teachers indicated that it was difficult to decide exactly how to prepare the children. Most teachers stated that they discussed individual differences among people generally and did not single out the SN child as being different.

Teachers stated that in approximately half the cases, SN children and RC children were given preparation for the

mainstreaming situation. It is not known whether the type of preparation received was adequate, or when it was not received, whether it was necessary. However, teacher comments relating to preparation suggest that inservice or at least literature relating to preparation of RC children and SN children may be of value to some RC teachers and special educators involved in implementing mainstreaming practices.

Teachers realized that having a choice about involvement in mainstreaming was often not realistic. However, most stated that it was important for RC teachers to be carefully chosen for mainstreaming, stressing that when teachers were not ready or willing to mainstream the success of the program may be negatively affected.

Generally, the teachers felt that they wanted to be involved in the mainstreaming process, rather than just being assigned children. Many teachers resented the fact that it was often simply "assumed" that they would teach these children. These results suggest that teachers want to be included in the decision-making process, even though several indicated that they were not sure about what their role could be or whether or not they were qualified to be involved in the decision-making process. The teachers also stated that the decision to mainstream should usually include every one who can contribute valuable information about the child, this includes both the parents and the child when

appropriate.

It is somewhat surprising that more teachers did not feel that IEPs are important, since IEPs developed and used appropriately have the potential to ensure that programs SN children receive meet their needs within both the regular classroom and the special education classroom. Interestingly, not being able to ensure that SN children's needs were met, was one reason why some teachers preferred full-time placement. However, the data indicate that these teachers were not very familiar with the reason for preparing IEPs and often had erroneous perceptions about them. Thus, it is not surprising that teachers do not value something that they know little about. Their somewhat vague understanding of IEPs indicates their lack of involvement in their development, or it may also indicate improper use of IEPs. Schultz (1982) found that teachers in his study did not understand IEPs and their benefits, likely indicating lack of teacher involvement in this area.

As indicated earlier, Pfeiffer (1980) noted teachers were minimally involved and minimally committed to planning, decision making and program implementation. Pugach (1982) found teachers were not systematically involved in IEP development. She further states that RC teachers should be equally involved in planning for the "less visible" handicaps as for the "more visible handicaps", stressing that teaching children with "less visible" handicaps may

require more fundamental instructional/management modifications.

It is evident that the findings in this study regarding teacher involvement in IEP development and perceptions of IEP usefulness are similar to the findings in other studies. Nevertheless, the need for SN children to have instruction tailored to their educational needs (not watered-down programs), is considered paramount. If teachers do not analyze tasks to determine whether the child has prerequisite skills, instruction may be inappropriate.

Results of this section do not indicate whether teachers are providing adequate or inadequate programs. Some teachers indicated they have developed and use their own systems for monitoring and analyzing student progress and the effectiveness of their teaching, but this was not a consistent finding. Thus, the type of program offered by the teachers is not clear. However, when teachers do not use some type of system that allows them to structure and develop goals and objectives on a long and short term basis, it becomes more difficult to monitor academic and behavioral/social progress and the effects of instruction and teaching techniques and strategies.

The implication for these results is that careful planning and monitoring of programs for SN children has to be built into every program. Programs need to be monitored regularly in order to change approaches when progress is not evident.

In agreement with the research literature, the teachers in this study felt that support people had to be available to teachers involved in mainstreaming. Results indicate that assumptions cannot be made about which teachers or when teachers may need support. Teachers clearly indicated that the type of support required varies from year to year and is dependent on a multitude of factors such as class size, and the characteristics of the SN children and RC children in the classroom.

Teachers believed that inservice is particularly important to new teachers involved in mainstreaming. Teachers expressed concern about the inability of inservices to meet their needs. They spoke of attending inservices and not learning anything new. This difficulty in planning effective inservices has been noted elsewhere (Powers, 1983).

Many of the teachers suggested that inservices should be very specific. They preferred that inservices take place in their schools or their classrooms by "knowledgeable" professionals who would consult with the teachers about their perceived needs.

OBJECTIVE NUMBER FOUR: To obtain teachers' recommendations for implementing mainstreaming.

Three main factors emerged as being necessary for the implementation of mainstreaming: (1) support people; (2) willingness of the RC teacher; and (3) class size. A majority of the teachers (70.0%) stressed the need for adequate and

appropriate support for mainstreaming. Support was defined by the teachers as providing encouragement, and the sharing of ideas, knowledge and skills. The need for the school system to accept and understand the philosophy of mainstreaming, support from professionals within and outside the school, and support from paraprofessionals were considered essential. Thirty percent of teachers felt that parental support for the program was absolutely essential to successful mainstreaming.

Teacher commitment to having SN children within their classrooms was considered to be important by these teachers. This indicates that teachers who are obviously opposed to mainstreaming should probably not be chosen until steps can be taken to determine why they are opposed and measures to change their attitudes or alleviate their uncertainties are implemented.

Almost 50.0% of the teachers stated that unless class size was smaller than usual, the chances of successful mainstreaming were not very high. They did not believe that the needs of SN children could be adequately met in a regular classroom with average enrollment, especially when appropriate support was not available. The literature continually emphasizes the role of adequate and appropriate support, teacher attitude and class size as being essential for successful mainstreaming.

CONCLUSION

The multitude of factors that influence mainstreaming are evident in this study, and the identification of these factors provides support for a planned systematic approach to mainstreaming. The results verify that mainstreaming practices should be highly structured, should not make any "assumptions", or rely on "chance happenings".

Another conclusion to be drawn from the study is that a collaborative process is needed for successful mainstreaming. Responsibility for success has to be shared by everyone within the school and by relevant persons outside the school. This requires open and constant communication between the professionals involved and the parents, the RC children and the SN children. This open communication is especially important between the RC teacher and the special educator.

The extent and quality of communication within the schools that participated in the study is not very clear, since only 10.0% of the teachers indicated that lack of communication was a major concern in their school. However, general lack of knowledge and involvement in IEP development, lack of support and inservice, and lack of preparation for SN children are a few areas which suggest that in some situations communication and the collaborative process may not be at a level that would be considered appropriate

for most mainstreaming situations.

This study has provided data that could be used in developing guidelines for mainstreaming mildly handicapped children. If decision makers are made aware of the many factors that should be examined in determining mainstreaming placements, the possibility of achieving greater success through a planned systematic approach is enhanced.

RECOMMENDATIONS FOR FURTHER STUDY

1. Are there observable unfair allocations of time within mainstreamed classrooms? If so, what are the consequences to children in the classroom and the RC teacher because of this disproportionate allocation of time?
2. What types of programs are being offered to SN children in mainstreamed classrooms? Do the programs adequately address the goals and objectives specified on IEPs?
3. Do teachers involved in mainstreaming experience greater stress than RC teachers? What measures are being implemented to alleviate the stressors? What measures should be implemented to alleviate the stressors?
4. To what extent do the goals and objectives of education faculties reflect the goals, objectives and needs of school systems?
5. Is course content standardized according to what teachers

will require once graduated or does it reflect the individual interests of teacher trainers?

6. Are inservices organized to provide teachers with the very specific skills and information needed to effectively mainstream?

7. Are teachers specifically taught how to change learned theory to practical and usable skills and knowledge within their classrooms?

8. Do adequate procedures exist to include RC teachers in the decision-making process and the consultative process among professionals that is required for effective mainstreaming?

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APPENDICES

APPENDIX A

A STUDY OF THE CONCERNS OF ELEMENTARY TEACHERS CONCERNING MAINSTREAMING OF MILDLY HANDICAPPED CHILDREN

A STUDY OF THE CONCERNS OF ELEMENTARY TEACHERS CONCERNING MAINSTREAMING OF MILDLY HANDICAPPED CHILDREN

The purpose of the study is to determine the concerns of elementary teachers involved in mainstreaming mildly handicapped children into their classrooms.

To achieve this objective teachers who are presently mainstreaming mildly handicapped children in their classrooms and/or teachers who have in the previous school year (1986-87) mainstreamed mildly handicapped children in their classroom are asked to participate in the study.

Two requests are made of the teachers:

1. That the teachers complete the enclosed questionnaire. It will take approximately fifteen minutes to complete.

2. That the teachers agree to be interviewed to further investigate their concerns and ideas. The interview will last between thirty and forty-five minutes.

All information will be held in strict confidence. Results will be reported only if confidentiality can be assured. All participants will receive a summary of the results of the study.

THE QUESTIONNAIRE ADMINISTRATION GUIDE

The following guidelines are included to assist you in completing the questionnaire.

1. Please complete every item--if you have any questions, feel free to ask the researcher for clarification. (Phone: 459-9124 between 6:00 p.m. and 11:00 p.m.).

2. Sections One, Two and Three require precise factual information--please be specific.

3. The format of the questionnaire has been designed to address the mainstreaming of mildly handicapped children. Space has been provided for up to three children. If you are/have mainstreamed more than three children in the 1986-1987 and in the 1987-1988 school years please include extra sheets with pertinent information.

DEFINITIONS

In completing the questionnaire, please be guided by the following definitions for terms used in the study.

1. Mainstreaming (Integration)
   - refers to the placement of a handicapped or special needs child into a regular classroom setting on a part-time or full-time basis.

2. Preparation for mainstreaming

   - refers to the various activities that are carried out before mainstreaming is implemented to facilitate mainstreaming the child.

3. Individualized Education Plan (IEP)

   - refers to an individual educational program which is tailored to a student's specific needs.

4. Support Personnel

   - refers to the individuals who are available to give the mainstreaming teacher encouragement, advice and assistance when requested.

5. Inservice

   - refers to work-shops or on-the-job training regarding mainstreaming both prior to mainstreaming and during mainstreaming.

THE QUESTIONNAIRE

SECTION ONE: TEACHER BACKGROUND INFORMATION

1. Are you male ____ or female ____ ?

2. In which one of the following age ranges are you?

   under 20 years ____
   20 to 29 years ____
   30 to 39 years ____
   40 to 49 years ____
   50 to 59 years ____
   60 years and over ____

3. Describe your education background by indicating whether you have graduated from one or more of the following programs. Please specify your are of specialization (if applicable).

   1. Diploma in Education: yes ____ no ____
      i. area of specialization: _____
   2. Bachelor of Education:

      Select the <u>one</u> route (a, b or c) which is applicable:

      a. Elementary route: yes ____ no ____
         i. General certification yes ____ no ____
            with major ____ or minor ____ (Check one).
         ii. Special Education yes ____ no ____
            with major ____ or minor ____ (Check one).

iii. Early Childhood yes ___ no ___

with major ___ or minor ___ (Check one).

b. Secondary route: yes ___ no ___

i. General certification yes ___ no ___

with major ___ or minor ___ (Check one).

ii. Special Education yes ___ no ___

with major ___ or minor ___ (Check one).

c. Vocational Education route: yes ___ no ___

i. General certification yes ___ no ___

with major ___ or minor ___ Check one).

ii. Special Education yes ___ no ___

with major ___ or minor ___ (Check one).

3. Graduate Diploma: yes ___ no ___

area of specialization: _____

4. Master In Education: yes ___ no ___

area of specialization: _____ _____

5. Doctorate in Education: yes ___ no ___

area of specialization: _____

6. Degree or diploma other than those listed above:

(Please specify).

_____

_____

_____

_____

4. How many years of teaching experience do you have in a regular classroom? (Please include this year). _____

5. Have you ever taught in a special education class?

yes ___ no ___

If yes, for how long? _____

6. Have you ever taught in a resource room?

yes ___ no ___

If yes, for how long? _____

SECTION TWO: CLASSROOM BACKGROUND INFORMATION

1. What grade are/were you teaching when the mainstreamed child received instruction in your classroom?

Child (1) _____

Child (2) _____

Child (3) _____

2. How many students (including SN children) are/were enrolled in your class when the mainstreamed child attended your classroom?

Child (1) _____

Child (2) _____

Child (3) _____

3. For each mainstreamed child complete the following information.

Child (1)

The school year the child was mainstreamed in your classroom _____

Approximate length of time spent in your class each day _____

If known, type of disability _____

Child (2)

The school year the child was mainstreamed in your classroom _____

Approximate length of time spent in your class each day _____

If known, type of disability _____

Child (3)

The school year the child was mainstreamed in your classroom _____

Approximate length of time spent in your class each day _____

If known, type of disability _____

SECTION THREE: MAINSTREAMING BACKGROUND INFORMATION
PART A: Decision To Mainstream

1. Were you given a choice in whether to mainstream this child in your class?

Child (1) yes ____ no ____

Child (2) yes ____ no ____

Child (3) yes ____ no ____

2. Who was involved in the <u>decision</u> to mainstream this child? (Check as many persons as applicable).

Child (1) ____

Principal ____

Counselor ____

Resource Room Teacher ____

Special Education Teacher ____

Classroom teacher (You) ____

Others (Please specify). ____

_____

_____

_____

Child (2) ____

Principal ____

Counselor ____

Resource Room Teacher ____

Special Education Teacher ____

Classroom teacher (You) ____

Others (Please specify). ____

_____

_____

Child (3) ____

Principal ____

Counselor ____

Resource Room Teacher ____

Special Education Teacher ____

Classroom teacher (You) ____

Others (Please specify). ____

_____

_____

PART B: Preparation for Mainstreaming

1. Was an Individual Education Plan devised by a team before the child was mainstreamed?

   Child (1) yes ____ no ____

   Child (2) yes ____ no ____

   Child (3) yes ____ no ____

2. If yes to question 1, did you participate in planning for the Individualized Education Plan?

   Child (1) yes ____ no ____

   Child (2) yes ____ no ____

   Child (3) yes ____ no ____

3. Was the mildly handicapped child given information and preparation to familiarize him/her with the rules, routines, set-up and demands of the regular classroom before he/she was mainstreamed?

   Child (1) yes ____ no ____

   Child (2) yes ____ no ____

   Child (3) yes ____ no ____

4. Upon entry into your classroom, did the mainstreamed child possess minimum academic, behavioral and social competencies which approximated your classroom standards?

	academic	behavioral	social
Child (1)	yes___ no___	yes___ no___	yes___ no___
Child (2)	yes___ no___	yes___ no___	yes___ no___
Child (3)	yes___ no___	yes___ no___	yes___ no___

5. Were the children in the regular classroom given preparation to help them understand and relate to the child being mainstreamed?

Child (1) yes ____ no ____

Child (2) yes ____ no ____

Child (3) yes ____ no ____

PART C: Support Personnel

1. Were support people available to assist you in planning for mainstreaming prior to the time the child was placed in your classroom?

   Child (1) yes ____ no ____

   Child (2) yes ____ no ____

   Child (3) yes ____ no ____

2. Were support people available to you on a continual basis after the child was mainstreamed in your classroom?

   Child (1) yes ____ no ____

   Child (2) yes ____ no ____

   Child (3) yes ____ no ____

PART D: Inservice

1. Was inservice available to you <u>prior</u> to mainstreaming to assist you in mainstreaming the child?

   Child (1) yes ____ no ____

   Child (2) yes ____ no ____

   Child (3) yes ____ no ____

2. Was inservice available to you <u>after</u> the child was mainstreamed?

   Child (1) yes ____ no ____

   Child (2) yes ____ no ____

   Child (3) yes ____ no ____

Do you have other <u>concerns</u> that <u>were not addressed</u> in the questionnaire? (Please specify).

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX "B"

INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

Introduction

As previously indicated in the pre-amble to the questionnaire, I am investigating the concerns regular elementary teachers have regarding the placement of the mildly handicapped children in their classrooms. The interview questions are designed to get more in depth information about the topics covered in the questionnaire. The interview will begin with a general discussion about the major concerns teachers have about mainstreaming mildly handicapped children. This will be followed by the researcher asking specific questions which relate to mainstreaming. Most of the questions can be answered in a few sentences or less. The interview will be taped in order that the researcher does not omit any important information and all information will be kept in strict confidence.

INTERVIEW QUESTIONS

INTRODUCTION: MAJOR TEACHER CONCERNS

Initially, I would like to discuss with you what you feel are the major concerns teachers have about the placement of mildly handicapped children in the regular classroom. Start with the concern you feel poses the greatest difficulty.

SECTION ONE: TEACHER BACKGROUND VARIABLES

1. Do you feel that your teacher education background has been adequate to prepare you for working with the special needs children who are in your regular classroom?

PROBE:

(a) In what ways was it adequate in preparing you to work with mildly handicapped children?

(b) In what ways was it inadequate to prepare you for working with mildly handicapped children?

I would like you to expand on several areas that you may have/have not mentioned.

a. Were you given sufficient knowledge about handicaps through your teacher education training?

(i) Do you feel that this type of knowledge is important to teachers who are mainstreaming mildly handicapped children?

(ii) If yes--expand. If no--expand.

b. Were you given adequate training to deal with classroom management problems?

(i) Do you feel that this type of information is important to teachers who are mainstreaming mildly handicapped children?

(ii) If yes--expand. If no--expand.

c. Were you taught how to plan activities to promote the interaction of the nonhandicapped and the mildly handicapped children in a regular classroom?

(i) Do you feel that this type of information could be helpful to the teacher who is involved in mainstreaming mildly handicapped children?

(ii) If yes--expand. If no--expand.

d. Were you given skills which helped prepare you to effectively communicate with other professionals? (eg. psychologists, special educator).

-understanding the roles of other professionals
-working with other professionals
-discussing needs with other professionals

(i) Do you feel that communication skills are important to assist teachers in mainstreaming mildly handicapped children?

(ii) If yes--expand. If no--expand.

e. Were you trained to prepare and locate materials necessary for teaching mildly handicapped children?

(i) Do you feel that this is important?

(ii) If yes--expand. If no--expand.

SECTION TWO: CLASSROOM BACKGROUND INFORMATION

Section Two of the questionnaire referred to classroom background information. I would like to discuss these areas in greater depth. I would like you to consider whether the following factors influence your concerns about including mildly handicapped children in your classroom.

1. Are there any guidelines you think should be followed in determining class size for regular classroom teachers involved in mainstreaming mildly handicapped children? Please expand.
   a. What do you think would be the ideal class size that would allow you to take care of everybody's needs?

2. What do you feel should be the maximum number of mildly handicapped children in a regular classroom? Please expand.

3. When would the mainstreamed child's age become a concern for you? (eg. How much age difference could be tolerated in a regular classroom?) Why?

4. Would the amount of time a mildly handicapped child spends in your classroom change or affect you concerns?

   (a) If yes--expand. If no--expand.

   I would like to expand on several areas that you have/have not mentioned.

   PROBE:

   (i) Are you concerned about the mainstreamed child's feeling of belongingness or being part of the regular classroom? Expand.

   (ii) Is this concern affected by the amount of time the mainstreamed child spends in the regular classroom?

SECTION THREE: MAINSTREAMING INFORMATION

PART A: Decision to Mainstream

There are several ways in which you can be involved before mainstreaming takes place. I would like to discuss your involvement in these areas.

PROBE:

1. Should teachers be given a choice of whether to become involved in mainstreaming?
   If yes--expand. If no--expand.

2. Indicate who you think should be involved in deciding to mainstream a child? In what way?

   a. Principal

   b. Counselor

   c. RC teacher

   d. Special education teachers

      (i) Resource room teacher
      (ii) Special education teacher

   e. Previous teacher

   f. Parents

   g. Child being mainstreamed

   h. Others

3. Do you think an individualized education plan (IEP) is important to successful mainstreaming of mildly handicapped children?
   If yes--expand. If no--expand.

4. a. Is it important to prepare mildly handicapped children for the mainstream?

PROBE:

(i) Should the child be familiar with classroom rules?

(ii) Should the child be familiar with the classroom routines?

(iii) Should the child be familiar with classroom demands? (eg. on task behavior, group work, independent work).

b. Before mainstreaming is attempted, should the special needs child meet:

(i) minimal academic standards?
If yes--expand. If no--expand.

(ii) minimal behavioral/social standards?
If yes--expand. If no--expand.

c. Is it important to prepare the nonhandicapped children to help them understand and relate to the mainstreamed child? Expand.

PART B: Support Personnel

1. Are support personnel important to facilitate the mainstreaming of mildly handicapped children in the regular classroom? Expand.

PROBE:

(a) What information and assistance would you like to receive from support personnel?

(b) Which support personnel do you feel are important to the regular classroom teacher involved in mainstreaming mildly handicapped children? Why?

PART C: Inservice

1. Do you think inservice is important to assist you in mainstreaming mildly handicapped children? Expand.

2. What information do you feel inservice should provide for teachers involved in mainstreaming mildly handicapped children?

If you were in charge of planning a mainstreaming program, what are the minimal requirements that you feel would be necessary for successful mainstreaming?

PROBE: Successful mainstreaming means that everyone in the classroom is generally happy and learning.

Is there anything else you would like to add or discuss before this interview ends?